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ABSTRACT

The Focus on Teacher Project worked in the field of primary teacher staff development. Its aim was to produce, from a platform of school-based research, INSET materials to suppport improvement in primary classroom teaching. The focus was specifically on teaching, rather than on other aspects of a teacher's professional work. The materials to be produced in the project were to be for primary staff development in school--ideally for school staffs to use themselves without the help of outsiders being necessary. These materials were not to be directed merely at surface or even just technical improvements in teacher performance but were to go deeper and affect teachers' thinking about teaching; their actual conceptualization of teaching itself. Being a research and development project, Focus on Teaching was designed to do conceptual work and not just produce materials. The project was a joint effort between staff researchers and teachers who worked closely and intensively together. In this final report on the three-year project (1983-85), an overview is presented of the sequence of activities initiated by the project, trials and use of materials developed, and dissemination results. Appended are 7 figures and 38 tables illustrating the activities and products of the project, as well as information on the project chronology and on questionnaires used during the project and samples of appraisals from people using the project materials to improve their own and other's teaching. (JD)

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In Scotland, educational research and development is funded by many government and other agencies. The Focus on Teaching project was funded by SED - the Scottish Education Department - with a grant of £43,891, ref. H/193/3, from January 1983 to December 1985. I am very grateful for this grant which allowed an adventurous and interesting project to flourish.

Clearly, too, the project could not have existed at all without the imagination and commitment of the teachers who created it. This report is in itself an acknowledgement of that fact.

It should be noted that this report is the project's final summary and so does not recapitulate in detail the various activities which constituted the project over its three years. These activities, which involved fellow staff researchers, Archie McIntosh, Susan Pringle, May Ross and Don Skinner, are however written up in the papers listed on pages A1-A2 which can be sent for.

In conclusion to the project, I thank my Advisory Committee and their Chairman, Miss Joan Low: College colleagues in ETC, Graphics, Library and Print: and project secretary, Vera Saunders.

This report has been submitted to ERIC.

M. Cameron-Jones.
December 1985

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This is the final report of the Focus on Teaching project, and it condenses the work which was done. Fuller accounts can be found in the project's various publications which are listed on pages A1-A2, and can be sent for. This report consists of seven sections on the various aspects of the project and a summary/conclusion in Section 8. Detailed material is appendicised.

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SECTION 1

INTRODUCTION TO THE FOCUS ON TEACHING PROJECT

The Focus on Teaching project was funded from January 1983 to December 1985. Its concern was with the staff development of primary teachers. Specifically, as its title suggests, the project was set up to focus on **teaching**, rather than on the entire set of activities which make up teachers' professional work in school. The remit of the project was to create practical INSET materials with this focus. The materials were to be such that they affected teachers' **thinking** about teaching as well as actual performance in the classroom.

To achieve this aim the project was to have three phases - first, a conceptual phase, during which key ideas would be researched in a small number of primary schools; second, a production phase, during which INSET materials based on these ideas would be produced; third, a dissemination phase during which the materials produced would be tried out and evaluated on a wider basis.

As can be seen from its chronological summary (pages A3 to A7), the project did indeed follow the rhythm of these three phases as had been planned, its staff working intensively with teachers in the schools nominated to it by the three local authorities in Scotland who had been asked to support the project. Eventually, of course, (see Table 38 and the dissemination map on page A28) the project fanned out to disseminate very distantly indeed and far beyond Scotland. However, it is important to understand the project, at the time of its initial **fundamental** work, as a collaborative one with the nominated schools - that is, as a project which had been deliberately set up to work with teachers in a close and co-operative way. Table 1 shows what this ideal meant to these schools, by showing the frequency with which they engaged with the work being done, especially during the project's early months when the fundamental ideas were researched. As Table 1 shows, of the 286 project-related contacts/visits sustained by the nominated schools altogether, 97 were in the early months when the basic conceptual work was done. That work which was done with the staffs of six primary schools is the subject of the following section.

SECTION 2

THE RESEARCH ON WHICH THE FOCUS BOX WAS BASED

Introduction

It will be remembered that six schools had been nominated to the project as its contacts for the crucial initial phase of the research - the conceptual phase. It was the staffs of these schools who made possible the conceptual and materials development which the project eventually achieved, and this major achievement by them is the subject of this chapter.

The research base

There were two important ideas at the bottom of the project - first that the materials it eventually produced should affect teachers' professional thinking about teaching, rather than just be concerned with surface improvements in performance, and, second, how the teachers' knowledge about teaching, which is what some people call craft knowledge - a distinctive kind of practical knowledge not acquirable or /

or testable other than through professional action - should contribute to the project's knowledge base, rather than that the project should work from theory alone with ideas untested by practitioners in schools.

In the first months of the project, personal contact between its staff and the staffs of the schools was frequent and intensive and was mostly taken up with searching for the most fruitful methods by which to elicit from teachers the form of knowledge whose articulation the project so much desired. At this time, the project concentrated on the teaching of Art and on the theme of classroom thinking, because these two foci were thought to be less right-answerish than some other possibilities and therefore more likely to yield freshly considered, rather than stock, analyses from teachers. Various elicitation methods were tried (group discussion of stimulus papers which the project sent out; questionnaire, see page A9. and Tables 2 to 12; 1:1 discussion of teaching) but by far the most fruitful method was that of stimulated recall, procedures for this being developed in the following way.

A consultation procedure was piloted with 10 teachers and then developed with 11 more teachers. This procedure meant that an observer, the Project Director, observed the teacher at work with her class for a period of time, and then met 1:1 with the teacher and used a form of tape-recorded structured consultation to elicit the teacher's analysis of the teaching which had just taken place. In their first round these consultations, median length 15 minutes, used the questions formulated in the Open University Curriculum in Action Course (OU 1981) but in their second round they used more explicitly evaluative questions (eg How could that piece of teaching have been improved?). It was this consultation procedure which created, as it were, the conditions needed for the successful conceptual take-off of the project, since the procedure quickly grew into the project's major methodological advance at this time - the mini-experiments.

The mini-experiments

Like the consultations described above, the mini-experiments elicited teachers' individual and analytical accounts of their own just-done teaching (rather than views on teaching in general). Thus they channelled, directly from the classrooms and straight in to the project's knowledge base, understandings which could have been obtained in no other way. The mini-experiments exercise was organised as follows.

Each teacher in each school was provided with a set of mini-experiments and asked to choose one which would be most appropriate to try out for a short period of time in his/her own classroom. There were four experiments to choose from, and they all related to the theme of classroom thinking. One, for example, suggested that the teacher experiment with changing her interaction pattern during classroom discussion in order to leave more room for the pupils' ideas (eg if the teacher's baseline pattern of interaction was T-P-T-P to change this when appropriate to T-P-P-T-P-P). Two of the experiments (nos. 1 and 2) were generated by project staff from the literature, and two (nos. 3 and 4) by teachers. One thing was very important about all the experiments - that is that, unlike even the consultation procedure from which they had grown, they involved teachers in making **a change in their usual pedagogic practice.** This change each teacher was asked to think about, set up, make, observe and report back on. The reports-back were tape-recorded. Each class teacher in each school did this, the experiments being done and the reports-back being tape-recorded during a designated "Thinking Week" in each school - ie just one working week, in each school, during which the school agreed to the continuous presence of project staff in the school and to the kind of intensive teacher activity needed.

The /

The outcome of all this was astonishing. In all, 79 teachers took part in the exercise (none refusing) and among them, although each had been asked to trial only one experiment each in the week, they made altogether a total 121 trials of the experiments. This total had involved them in actively changing their pedagogy for 3,200 minutes - a massive 53 hours of classroom-level change. Their reports-back lasted 1,558 minutes - ie these teachers gave to the project 26 hours of recorded, sustained, professional classroom analysis. Transcribed, these tape-recorded accounts were to become the project's seminal base.

Figure 1* shows the spread of teachers' choices of the experiments across classes. The teachers' accounts of what they had done fell into four main categories, the allocation of transcripts to these categories being done in a code-recode exercise which was independently carried out by two researchers unconnected with the origination of the experiments themselves. The four response groups were, in their shorthand headings:-

"Full Stop/Helpfuls"

These teachers helped the project by making the experimental change but for them the change led to nothing further. "It didn't surprise me . . . . "

"The Reflectives"

These teachers, open to their own classroom data, reflected on the consequences of making the experimental change, looked for reasons. "That was because . . . . "

"The Hypothesisers"

These teachers imagined further change in their own practice or, unasked, they thought out how to develop the experiment itself differently. "It would be different if I . . . ."

"The Action Researchers"

On reflection these teachers imagined further change and systematically took a step to try out the change in their own practice. "I tried [x] . . . . and I thought so I changed [y] and . . . ."

Figure 2 shows how these four groups had taken up the different experiments.

Analysis showed (Figure 3) that the groups had stacked linearly in terms of the total amount of time each group had spent on the experiments altogether. However, when the amount of time spent by groups on each single experiment was examined (Figure 4) the Action-Researcher group broke this linear pattern through having tended more often than the other groups to repeat experiments, carrying out more trials per head than the other group but making each single trial fairly brief. So, rather than prolonging any single trial, this group had tended to do a trial, discover something or another from that trial, and then do the trial again using what they had discovered the first time round to iron out the wrinkles the next time round.

A further difference across the groups was revealed and it was particularly influential on the project's work. This was differences in the groups' openness to surprise and discovery - not something which had been discussed in the project's documentation up to that time. The transcripts however showed that there had been great variation in the capacity of mini-experiment exercise to cause teachers to feel surprised and intrigued by the results of their experiments - some groups feeling this quite markedly, others less so, with a tendency for the groups to stack in this respect linearly as shown in Figure 5.

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* *The figures etc are in the Appendix. Figure 1 is on page A22.*

Table 13 summarises the main points which have been put above. Thus analysed, the transcripts had already helped the project in suggesting what its eventual materials would need to be like. Clearly, for example, no exploratory, interesting, developmental kind of professional drive was going to be generated by our eventual materials if they merely routinised teaching or modelled a kind of dull taken-for-grantedness. Indeed, the next stage of the analysis suggested that the materials should be based on a very different model, which was very far from dulling teaching. That model is shown in Figure 6.

In essence, Figure 6 gives the underlying model of professional action on which the teachers had been working. It was derived from the recordings and transcripts after further prolonged study of them over several months. Although its labelling is influenced obviously by the vocabulary of the "teacher-as-researcher" movement, its structure is **the briefest possible summary of what was underpinning the teachers' work - a representation, in brief, of a form of professional cognition.**

Thus, all the teachers had obtained from the mini-experiment papers a General Idea they were working with. And most had done a First Reconnaisssance to discover their baseline (eg their baseline T-P interaction pattern, if that was the experiment they were doing). From then on, the Full-Stop/Helpfuls tended to Plan, Act and Monitor only. The Reflectives moved on to Reflect. The Hypothesisers moved further, to reconsider and Reconnoitre again and to Re-plan ("it would be different if I . . . "). The Action Researchers moved even further onward, covering more of what is shown in the diagram than any other group.

This model of professional development and action, assembled almost like an identikit during the final analysis of the transcripts and checked repeatedly against them, was the undergirding of the Focus box as the following section will explain.

SECTION 3

THE FOCUS BOX

Introduction

The Focus box was generated as a result of the fundamental work done in schools in the project's first phase and reported in the previous section. In the second phase of the project the box was produced as a trial edition of the entire collection of Focus materials. The plan was for it to be trialled and evaluated in an expanded group of schools (12 schools) under the stewardship of the schools' Head Teachers during the school year 1984 to 1985. The Focus box was the first of its kind in Britain. Its materials set out to be of such a type that the teacher-as-researcher idea could flourish in a school systemically, without the help of outsiders being necessary.

The Focus box

All the Focus materials carried the message of the model shown on page A27. It is a model of professional development. The materials disseminated the principles, skills and procedures which teachers can use to operate on such a model in the rigorous pursuit of their own professional development. The teacher doing this is consciously and systematically effecting improvement to her teaching. She is seen as having a general idea for self-study and self-improvement; clarifying and analysing that idea; in relation to that idea, reconnoitring her teaching, observing it /

it systematically to discern her existing baseline of performance; planning a change for the better; effecting the change in her classroom practice and monitoring it; reflecting and then moving forward to repeat the cycle in a progressive, professionally developmental way. Taking their cue from the work reported in Section 2, the materials allowed for the fact that some teachers might have the time/wish to engage in only a part of what the whole model implies (eg they might wish only to learn observation skills), whereas other teachers might have the time/wish to engage in a thoroughgoing action research exercise on their own teaching (eg they might wish to work explicitly and systematically on an aspect of their teaching, researching it thoroughly and monitoring its improvement in detail and with rigour).

Thus, though they comprised a unified set of materials by virtue of their theoretical coherence and their appearance, the various Focus items differed in their function, level of professional demand and type, making up altogether an INSET pack which would match a large variety of needs, depending on whether users wanted material for one-off, short meetings or long-term staff development programmes; for teachers working in groups or on their own; for teachers working with or without the help of a consultant/ leader/facilitator, and so on. When they went as a complete INSET pack to a school, the Focus materials were delivered, quite literally, in an enormous standard box which contained enough of all the various items for the whole school staff to use everything at once if they wanted to. It was this unusual apparition which caused the Focus pack immediately to be known as **the Focus box**, and the various items in the box were these:

"Developing Teaching"

This was the foundation booklet. It was aimed at the class teacher wishing to improve her own teaching in a rigorous, systematic way. It was 23 pages long. It gave a description of the Focus model and practical advice on exactly how to use it to study and improve one's own teaching. It gave methods for teachers to do this, and examples. Everything in the book had been originated or tested by the teachers involved in the earlier phase of the project. This booklet took teachers new to the box about 40 minutes to read.

"Four Classroom Studies"

This was a mini course in the observation and analysis of teaching. (Skilled classroom observation and analysis are tools which are basic to the Focus approach, as well as being professionally useful in their own right.) The "Four Classroom Studies" materials consisted of four videotapes. (The videotapes' median length was 45 minutes). Each video showed a long piece of natural teaching and then a short extract of it (about 10 minutes), the extract having been isolated by the teacher herself for very close focus and analysis. The videotapes were accompanied by a booklet in which the teachers who had made the videos of their work explained their professional contexts, described what was on the videos, gave transcripts from and some analyses of them and asked questions about changes/improvements to the teaching shown. Accordingly, since it showed the day-to-day work of ordinary teachers, "Four Classroom Studies" modelled the kind of openness which the new professionalism is all about, and its materials made up a principled but practical course of training in classroom observation and analysis, based on real material from Scottish primary classrooms. "Four Classroom Studies" could support very short "one-off" observation sessions (half an hour of video observation and analytical discussion) or very long, systematic programmes of observation training (lasting a year). The materials could be used by single teachers (eg even using a domestic video machine at home) or by groups of teachers school-wide, working with or without the support/leadership of the Head.

"Action on Art" /

"Action on Art"

This was an extension booklet - that is, it showed how to apply the Focus model specifically to the Art curriculum. Twenty-seven pages long, this booklet discussed the teaching of some basic elements in Art, using the Focus approach. Aimed at a class teacher wishing to develop her Art teaching, this booklet incorporated some case study material from the project's first phase, and gave practical advice to the reader on how to set about developing her own classroom research programmes in the area of Art. This booklet took teachers new to the box about 65 minutes to read.

"Encouraging Thinking"

This was another extension booklet - that is, it showed how to apply the Focus model specifically to encourage thinking in the classroom and raise the quality of classroom discussion. Eighty-five pages long, this booklet discussed in detail the teaching of Thinking Skills, using the Focus approach. Aimed at a class teacher wishing to improve her handling of such activities, this booklet introduced case study material and gave practical advice to the reader on how to set about developing her own classroom research programmes. The format of this booklet was that of a structured classroom research diary. It was generated during the project's first phase of work in schools. This booklet took teachers new to the box about 65 minutes to read over.

Finally, "Helping Change"

This booklet was different from all the other materials since it was written at a second-order level - that is, it was aimed not at class teachers wishing to improve their teaching but at the people who would be creating the context for this and who would be helping/facilitating/leading individual teachers and groups of teachers to do so within the aims and policy of the school. Accordingly, the booklet was aimed at the schools' management, particularly Heads, and gave guidelines on how to establish and use Focus in school as a staff development exercise under a variety of time constraints. It also gave suggestions on the inter-personal and professional handling of the situations which the shift to Focus would imply for the school. Nine pages long, this booklet took Heads new to the box about 15 minutes to read.

SECTION 4

TRIALLING ON THE NOMINATED SITES

Introduction

It will be remembered from earlier sections that three local authorities supported the project formally. These authorities had representatives on the project's Advisory Committee who helped the work of the project generally including by nominating to it schools which could be approached as collaborators in the research. In the first phase of the project the authorities had nominated amongst them six "fruitful" (fruitfulness was the criterion) schools whose staffs could be approached with a view to collaboration in the crucial first phase of the project. The work done in these schools at that time was the subject of Section 2, and it led to the creation of the Focus box as described in Section 3. The six schools, two from each of the regions involved in the project, were selected to span a range of staff sizes and school types. Thus, the smallest was in a rural area and had only one class teacher, one Head Teacher and four visiting specialists; while the largest was in a large city suburb and had 20 class teachers, one Head Teacher, three Assistant Heads and /

and three visiting specialists. Three of the schoo's were traditionally built and three were open-plan. Amongst them, the schools served widely different catchment areas.

Trialling in the nominated sites

Once the Focus box, described in Section 3, had been brought into being and the project was ready to move into the phase of dissemination/trialling/evaluation of it, the number of nominated sites was increased as planned from 6 to 12, the six additional schools spanning the same range as the original six, and being defined by the local authorities as "fertile" - ie as providing the kind of professional ground in which the innovation could grow and flourish. It was important to find out in such ground how effective the Focus box was just as it stood, as a resource for a school's staff development on a self-help basis, matched to the needs of the school; so the box was accordingly delivered to each of the schools on that understanding, ie it was presented as a resource for trial/evaluation in the school in the year, under the stewardship of the Head. It should be noted that the sample of schools described was non - random. This was because developments of the Focus type must create the future in education, not tailor themselves to the present which they are trying to change anyway. Trialling sites accordingly need to model what is to come in professional education, and what of course must come sooner or later in the system is the professionally educative school which takes the development of its staff seriously. That is the kind of school at which the Focus box as a staff development resource was pitched.

Shortly after the delivery to the schools of the Focus boxes, one of the most intense and felt disputes between teachers and their employers began and had an immediate effect on all manner of staff development and in-service activities in almost every primary school in Scotland, the year being described by the President of the Headteachers Association of Scotland as "the worst year in educational history" (TESS 4.10.85 page 5). Where this affected the establishment or use of Focus in a school the project in each case respected the Head's decision on the right action for the Head to take. In the event, the school year as a whole unfolded in a way probably unenvisaged by almost any of the Heads, with consequent and strong effects on the Focus trials themselves. Interim visits made to each site at a mid-point in the trialling year showed much less Focus **use** on the sites **as a whole** than anticipated originally (see Table 14 and categories on page A10) though considerable **uptake** of its ideas and aspirations, industrial action being one, but not the only, factor militating against more extensive use of Focus by Heads across and within the nominated sites, as Focus jostled for a place on the schools' professional agendas.

SECTION 5

THE INTENSIVE TRIALLING WHICH WAS DONE BY FOUR CLASS TEACHERS

Introduction

Section 3 described the trial version of the Focus box, and explained it as an INSET pack which could be used in various ways - for example by Heads using it to lead discussion and classroom research as a whole-school-staff activity; or by individual teachers themselves working with the materials with or without help. However, one of the things the project itself had to discover more about was exactly how teachers could be helped to use the Focus materials and to adopt the Focus approach generally to professional life, whether they were wanting to do so in groups or as /

as irdividuals. This chapter deals with one cluster of studies which tackled some of this complex issue, and describes what the project found out about ways of helping **individual teachers** to do Focus-style work on their own teaching. These studies were done in the following way.

What was done

Four teachers working independently in two schools trialled different Focus booklets. In Table 15, the teachers are shown as A, B, C and D. Teacher A trialled "Action on Art", Teacher B trialled "Encouraging Thinking" and Teachers C and D both trialled "Developing Teaching". All four teachers trialled their booklets by actually using them as aids to researching and improving their own teaching. In addition, all four had once-weekly one-hour meetings, outside their classrooms, with a helper (called a "facilitator" who was a member of the project staff). Thus, in all four cases the teachers who were trialling the booklets had the kinds of support that the literature would recommend (and which the NCITT 1984 report itself recommends), namely a school **context** which was supportive to what they were doing, professional INSET **materials** to use, a **facilitator** to help with the work (through a substitute teacher being provided for their classes while they were with their facilitators), and **time** to spend on it.

In practical terms, what was being done in all four cases was that the teacher was using Focus materials to investigate her own teaching and to monitor improvements in it in her own classroom day by day, and, in addition, she was spending time (less than one hour) each week with a facilitator. The main difference across the teachers was that Teachers A and B went into a nine or ten-week programme like this, and Teachers C and D went into a four-week programme.

How these trials were researched

The best descriptions of what was done during these trials were written up later on by the teachers themselves and their facilitators, and their publications appear as items 12 to 15 in the list of publications on pages A1-A2. However, in addition, while the work was actually being done, it was documented week by week through questionnaires completed by each teacher and facilitator at the end of their session together. The purpose of these questionnaires (54 in all, because there was one from each participant each week, and Teachers A, B, C and D were on 10, 9, 4 and 4-week programmes respectively) was to monitor the facilitation process. The questionnaires were in parallel form for teachers and facilitators: they took median 10-15 minutes for each participant to complete each week (this being fitted in within the hour teacher and facilitator spent together), were administered in school independently and separately to teachers and facilitators, and also were analysed by a researcher not acting as a facilitator and unconnected with the production of the Focus materials themselves. In form, the questionnaires were open-ended, their various questions being shown in composite Tables 15 (the teachers' responses, n = 27 as shown) and 16 (the facilitators' responses, n = 27, in parallel, as shown), with the responses categorised as defined in pages A11 to A13 and a code-recode exercise having been carried out on them.

Table 15 shows the four **teachers** reporting somewhat different experiences of their programmes, Teachers A and B (on the longer programme) directing their work at more targets, but in contrast Teachers C and D (who were on the shorter programme) focussing very sharply on using specific Focus methods, and tending to feel that their one-hour-per-week with the facilitator gave adequate time to get through what they were doing. All four however are agreed that the most helpful thing actually done by the facilitator was to discuss the teacher's Focus work with her.

Table 16 /

Table 16 shows the four **facilitators'** responses matching those of the teachers, Facilitators A and B playing an elaborated role, but C and D showing a more limited role played by a facilitator who was concentrating very sharply on the specific use of Focus methods. Again, on programmes C and D the time arrangements were felt adequate. And again, in echo to the teachers' own views, the facilitators all reported the most helpful contribution to the teacher's work as having been to discuss with her what she was doing.

Both sets of questionnaires had a "further comments" section and, in both, the main themes to emerge concerned the role of Focus in raising teachers' awareness of their pedagogy and the need for teachers to have time and support in the very demanding activities which the Focus approach expected of them. (See summary on page A14.)

In addition to the weekly questionnaires described above, the teachers each completed at the end of their programme a structured-response summary questionnaire to give interim advice to the project on its work. The administration and analysis of their replies were carried out as before, and the replies themselves appear as composite Table 17. This table adds a great deal to one's understanding of what INSET materials and INSET facilitation should probably be like if it is to be attractive and effective. Thus, the easiest to read and use of the booklets being trialled was, as you would expect, "Developing Teaching", which was the foundation booklet in the packet. It seems possible for teachers to use this independently without help, but, if teachers do have someone supposedly facilitating what they are trying to do with INSET materials of the Focus type, then it seems, from Table 17, that the person should:

be skilled **in discussion**

help the teacher to use the **materials** involved
(in this case the Focus booklet)

and know how to **research** teaching

It should be noted that, at this time, teachers saw these things as being the characteristics of a complete outsider to the school.

Further, if the education service is to be a more helpful place for teachers who wish to adopt these new approaches, then what it should give teachers is:

the **time**
and
the **practical help**
to do so.

SECTION 6 /

SECTION 6

THE INDEPENDENT REVIEWERS

Introduction

The previous two sections have described the delivery of Focus to the nominated sites for its trialling year, and what was done in general on these sites and in particular what was done by four class teachers who did intensive Focus work on their own teaching, thus pioneering staff development processes (the use of the Focus model, materials and facilitator role) which were new to Scottish primary schools. In contrast with what was done in these ways on the nominated sites, this section deals with the review/trial/evaluation of Focus by individuals and groups unconnected with the project's formal machinery. For brevity, this set of people is called the independents.

The work of the independents

The independents were important to the project because they brought another kind of critical eye to bear upon the Focus box, and they tested the strength of Focus for people coming to it as strangers and expecting it to function on a self-help basis. This set of people contacted, or were contacted by, the project in the trialling year. As a set, they were selected to be professionally and geographically spread. The most distant of them were at Deakin University, Australia, an institution which specialises in SBTE (School-Based Teacher Education) using distance learning materials, and in outstation-based as well as campus-based support for the professional development of school teachers. The nearest of the respondents were working in our own local authority but not in schools nominated as trialling schools. In terms of the Scottish connection, the independents included teachers in three regions not formally involved with the project, including one teacher in a One-teacher Highland school, and the Head Teacher of an island school. These people gave different kinds of comment on the Focus materials, their comment being based in some cases on their reading/appraising and in some cases on their practical trialling/appraising of the various Focus items. In all, 19* pieces of reaction came from these independents and are included in this present section, the shortest being a very brief telephone call and the longest being 11 closely-typed pages. The median length of response was four handwritten A4 sheets.

The summaries on pages A15 to A17 describe the kinds of responses sent in by these people, and also how contact was made with them, which Focus materials they engaged with and what they did with them. Thus, six reviews came from people approaching the materials as a means to study and improve **their own** teaching, and 13 came from people approaching the materials as a means of helping the professional development **of others**, whether as a Head Teacher, as an Assistant Head Teacher, or as an institutional teacher trainer involved professionally in distance education.

The responses sent in were analysed in a code-recode exercise involving a researcher unconnected with the origination of the Focus materials. The chief value of the detail of the responses lies in telling the project what to do to improve the materials before /

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* *In addition, it should be noted that 14 later returns, made by people coming later to the project, are summarised on pages A20-21.*

before they are more widely disseminated. There was a strong consensus on this among the reviews, and key aspects of the advice are summarised on pages A 18 to A19 , the criterion level for inclusion in these summaries being two-thirds (ie two-thirds of the respondents in a position to advise in this way because they had attended to the relevant booklet etc. did so). Some views, for example the view that Focus carries a professionally worthwhile message, received one hundred per cent endorsement. The main messages received from the independents were that:-

- the Focus box carries a message which is **professionally worth saying**
- the materials are **well-produced** (booklets attractively presented, videos technically well made)
- Focus is innovative. To be easily used by teachers on a self-help basis, the contents of the box **should be pared down to the minimum**
- the **key item** in the box is "Developing Teaching"
- great **changes will be needed in the education system** if Focus is to flourish in the schools
- if Focus is to be facilitated by Heads, then **training for Headship** will need to be very different from what it is now.

SECTION

THE CONCLUDING QUESTIONNAIRE IN THE NOMINATED SCHOOLS

Introduction

It will be remembered from Section 4 that the three regions in Scotland who were formally supporting the project had among them nominated 12 schools to receive the Focus box for the trialling year and that those 12 were continued with by the project as its nominated contacts until the end of the project's third phase. The original plan had been that the project would conclude its third phase by seeking professional opinion from the entire staffs of the nominated schools (these comprising a trialling-year population of 224 professionally active promoted and class teachers permanently based in the schools) both on the Focus box itself specifically and, as importantly, on issues critical for school-based staff development generally. In the troubled circumstances described in Section 4 and still pertaining, however, it was insensitive to seek access to whole school staffs for this purpose, and the decision was made to sample opinion on the 12 sites in a more feasible way, while adhering to the project's original research timetable. Thus in each school the Head and the class teacher who was least senior by length of service in the profession comprised the sample. Since there were 12 schools this gave a sample of 24 respondents, fewer than originally intended but with the strength of having been selected in a standard way on an appropriate criterion to span an important spread of perspectives. A further strength of this arrangement was that it was feasible with this size of sample to standardise the questionnaire administration and carry it out carefully, providing a substitute for class teachers where necessary, thus ensuring for each respondent the time and privacy needed to reply to a questionnaire of this kind in a considered way. The questionnaire arrangements were negotiated in advance with each school individually by means of pre-visits for the purpose and, on /

on the day, the questionnaires were taken to the school by two project staff (the principal researcher working with the Heads and the research assistant with the teachers) for completion by each respondent privately and independently. In addition the two project staff took to each respondent a Focus box to inspect when making specific ratings of the Focus materials (Table 26) and they made themselves available for any questioning and discussion which was wanted once the questionnaires were done. During this discussion respondents were asked which question in the questionnaire was to them the most important one. Table 18 summarises the main features of this procedure.

The questionnaire itself was in form for the most part of the structured response type. The Heads' and teachers' versions covered the same issues but they had different wording where appropriate. For Table 19, for example, the respective question stems were:-

> What was the content of staff development activities this year in your school? For each item in the list below, please say whether it featured frequently, sometimes, rarely or never as the content of staff development activities in your school this year. Tick one space on every line below. (Heads)
>
> What was the content of the staff development activities in which you took part this year? For each item below, please say whether it featured frequently, sometimes, rarely or never as the content of staff development activities which you did in school this year. Tick one space on every line below. (Teachers)

In addition, the questionnaire was constructed to allow for the different experiences respondents might have had of Focus. Some of the teacher respondents would have their first sight of the Focus box on the day of the questionnaire (see Section 4).

In content, the questionnaire enquired about specific aspects of Focus and also about its context and the professional issues raised by the kind of developments of which Focus is a part. The questions asked were based on the literature of the field, on the project's own findings in its earlier stages, and on the suggestions made by the schools during the pre-visits. The questions covered:-

Staff development activity in the present year		Tables 19 to 22
The schools' staff development policies		Table 23
The general principles underpinning Focus		Table 24
Levels of use etc. of the actual Focus materials		Table 25
The materials themselves		Table 26
The saliency of Focus skills and attitudes		Table 27
Heads' self-ratings of capacity to play the role of Focus Head	Heads' and Teachers' questionnaires diverged here	Table 28
Teachers' use of and views on Focus methods for teachers to research their teaching		Tables 29, 30

Different /

Different ways of using Focus in schools	Tables 31 to 34
The "best helpers" for teachers wanting elements of the Focus approach	Table 35
Schools' needs for support with staff development	Table 36
Respondents' most satisfactory/useful staff development experiences in the present year. (Questions partially open-ended)	Composite Table 37

The sample

The sample was non-random, being selected as described from the nominated schools, the smallest of which had 33 children and the largest 650. The Heads ranged in their teaching experience from 11 to 30 years (median 20) and were in their first to eleventh year as Heads of their present schools (median third year). The teachers ranged in their experience from those in their first year of teaching to those in their sixth (most being in their second) and their classes covered the range of P1 to P7 evenly.

The findings as a whole

The findings as a whole are given in Tables 19 to 37. Within each table the findings are presented separately for Heads and teachers because on occasion, as explained, the question wordings differed slightly. However, the findings are best considered together as presenting dual perspectives on the same key issues from 12 schools nominated to the project as fruitful sites for the kind of development which the project was opening up in Scotland. It should be noted that the questionnaire asked everyone to work with a common definition of staff development when making their replies. The definition was:-

> **Staff development means activities in which teachers are the main beneficiaries.** Accordingly, throughout this questionnaire please define "staff development" exclusively as planned activities done within the school and whose main purpose was to develop the staff of the school, either as individuals or as a group. Do not include activities which were unplanned, or activities whose main purpose was not staff development.

The introductory questions asked Heads about the **amount** of school-based staff development offered to the majority of their staff over the present year, and teachers about the amount of staff development activity in which they had personally taken part over the year. As you would expect, there were minor differences on this within schools (for example, three Heads saying no staff development at all had been offered to the majority of their staff in the year but only two of their teachers saying that they personally had engaged in none. These nil returns continue to feature in Tables 19 to 22). More interesting than within-school differences, however, are the big differences between schools. At the extreme, one school reported only two half-days of staff development over the whole year. But another reported four whole days plus 36 meetings of half to one hour, plus seven sessions of less than half-an-hour.

Then the questionnaire asked about the **nature** of staff development in the schools over the year. Tables 19 to 22 show its content likely to concern specific subjects in the curriculum (Maths, Language, etc.) and unlikely to embrace professional issues such as multicultural education. Activity was most likely to be organised as group discussion and least likely to be organised as simulations. It was likely to be structured as /

as a single session covering the main points of a topic rather than as a sustained programme of main-session-plus-follow-ups. Its most frequent agents were the promoted staff of the school and its least frequent the unpromoted. Table 23 shows respondents reporting that the school's staff development **policy** (though two Heads had no policy yet) was most likely to be influenced by the needs of the school and least by the wishes of parents.

Table 24 concerns **general principles** underpinning the Focus box. These principles had been decided in the earlier phases of the project on the basis of the literature and on the basis of the project's own work. They continue to stand up now, comprising a kind of consensual configuration of "what a staff development pack ought to be like", the greatest strength of the box being that its contents "were developed by teachers" and its wobbliest feature being that it "contains a large amount of materials". (This quantity of materials had been criterial at the development stage as a way of offering choice to users of the materials and of making possible independent pathways through them - these pathways being matchable by Heads to the needs of the school and individual teachers).

Table 25 gives, by means of a type of scalogram, the respondents' levels of engagement with the materials, ranging from none at all to pre-emptive use. This table confirms the low levels of use anticipated in Section 4. Then, Table 26 gives **ratings** of the actual Focus materials, these being seen generally as attractive, clear, unusual, relevant, helpful, practical and friendly - criteria derived from the literature and from the project's own previous research.

Table 27 is an important table concerning as it does the **professional skills and attitudes** which are fundamental not only to Focus but also to the larger movements of which Focus is a part. The table shows clearly the saliency of such skills and attitudes. Relatedly, Table 28 (Heads only) is helpful in showing where Heads feel more and less confident about playing the **new roles** now being assigned to them if such skills and attitudes are to be enhanced as part of the life of the school. Thus they feel generally more confident in their abilities as leaders of the attitudes of their staffs than as trainers in the specific skills required by the new age of institutional and self-evaluation, and by the teacher-as-researcher movement. Relatedly to the issue of **teachers as researchers**, Tables 29 and 30 (teachers only) give teachers' reports on the kinds of research/enquiry methods which such movements are increasingly urging should be used in schools. Comparing the two tables, it is interesting to note that though the teachers have in the past most frequently used "conscious focussing" as a method for studying their own teaching, the bringing in to their classrooms of another person to observe and comment on their teaching is judged by them as the most generally useful tool for pre- and in-service teachers - even though Table 29 shows this method as the one least likely to have been used by the teachers in the past.

Tables 31 to 33 give views on three of the ways in which Focus can be used for staff development in primary schools, these being real vignettes selected from examples of **Focus practice** which had occurred during the trialling year. In these tables, although Heads and teachers have similar ideas about the amount of time teachers need to prepare for staff development activities of the kind described, there is less consensus about who best should help/lead/facilitate teachers in such activities. Thus Heads feel this is a job for promoted staff but teachers do not always agree. In this same area, of what should be happening and who should be helping it to happen, Table 34 too is interesting, especially when one remembers Tables 19 to 22 which suggested that schools had used a fairly traditional kind of "one-off-group-discussion" kind /

kind of staff development over the trialling year itself. Thus, in Table 34, Heads still see such discussion as their best option in the immediate future, but the teachers' first choice is for a more sustained programme of study.

Table 35 also is interesting on the matter of who can **best help/facilitate** the kinds of teacher development specified, the trend here generally being for "outsiders" to be associated with bringing in to the school research activity and new ideas, for regional staff to be nominated infrequently to staff development roles and for the school's own staff, particularly its promoted staff, to be nominated as staff developers very often.

Table 36 gives views on what are seen as the **schools' most urgent requirements** if their staff development is now to flourish, the outstanding point of consensus here being on the need for "time for teachers to do it".

Finally, the last section of the questionnaire, which was semi-structured, invited respondents to look back . . . . . "over all the staff development activities which you have led in your school this year" (Heads) and "in which you have taken part in school this year" (teachers), and to describe the one "you were most satisfied with" (Heads)/"was of greatest use to you" (teachers). Five Heads had not themselves led any such activity (one because of illness) and two teachers had taken part in nothing which they felt really met the questionnaire's definition of staff development. (They had said this also in Tables 19 to 22 - one of these teachers feeling strongly that the numerous in-servicers coming to her over the year had in fact directly targeted themselves on to the children rather than actually on to the teacher herself.) Before turning to the bones of the responses which are in composite Table 37, one interesting difference should be noted between the Heads and teachers replying here - that is, the formers' tendency to describe as their most satisfactory work that which dealt with broad professional activity (curriculum planning, pedagogic awareness, assessment, standards, accountability) and the latters' to choose as the most useful activities those which were subject-based (Science, Maths, Language etc.). Otherwise, from composite Table 37 can be seen the general tendency for respondents' best staff development memories from the year to be of activities **derived from and planned by the school** itself, strongly **related to school policy** and teachers' own **needs**, giving a fairly **substantial** main session (whole or half day) and, in most cases, offering **follow-up** - in fact a composite which approximates to some of the "ideal types" of staff development which are described in the theoretical and prescriptive literature.

Differences between the sub-groups of respondents

The foregoing paragraphs have described the respondents' staff development experience over the year in question and their view on Focus materials and principles. Taken together as a whole the findings give a useful and coherent indication of these views, sometimes a unanimous one. On occasion, however, as can be seen from the tables, there were differences of view amongst the respondents and, where these differences were relevant to the future of Focus-type developments, they were examined further. This further examination compared the views of staff in Earlier and Later involved schools (ie staff from the six schools nominated to the project at the start and staff from the six additional schools nominated later); Heads and Teachers; and Users and Non-users of the Focus box. (Users were the seven people who reported in Table 25 that they had actually used Focus in the trialling year and Non-users were the 17 who did not. It should be noted from Table 25 that most Users were Heads.) Since each group so formed was small the differences between them on the selected questions were tested using the Mann-Whitney /

Mann-Whitney test (Seigel 1956) two-tailed, and those significant at the 5% level at least are discussed below.

As can be seen from Table 24 which is about **features of the Focus box** and which lists its design principles, there is a generally positive view of these, with a wobble when respondents come to consider the large amount of materials in the box. Here the Heads' tendency to see this quantity of materials as a bit of a liability is significant. In Table 26 which contains ratings of **the actual Focus materials themselves** again the consensus is very positive but where the unanimity breaks down, the Heads are significantly more positive than the Teachers (items a, b, e, h) and Users than Non-users (a, g, h). In Table 27, which is about the professional **saliency of Focus skills and attitudes,** such skills and attitudes are prioritised by the group as a whole, though with Earlier schools prioritising item a. (teachers' skills in analysing teaching) more highly than Later, and item f. (interest in reading about teaching) being prioritised more by Heads and Users respectively. On item h. (the importance of reflection on teaching), it being a top priority for all Users, the difference again was significant. Tables 31 to 33 deal with various kinds of **Focus practice in the school.** Here there is general agreement on how traditional "one-off" sorts of Focus meetings should be led but rather less consensus on how the newer kinds of Focus practices should be led within the school. Table 32, for example, deals with the newer **1:1 style of teacher development** - an enterprise which differs very sharply indeed from traditional practice. Here the Heads' choice of promoted staff to lead such work, and the Teachers' rejection of that idea, is significant. Things go similarly in relation to views on the leadership of **programmes of Focus work** which is dealt with in Table 33 and which is another growth point in the field of teacher development. Here the Heads' tendency to rank unpromoted staff as less acceptable as leaders, and regional staff as more acceptable, is significant, with Users following the trend for Heads. In Table 35 which asks people to name the **best helpers** for various kinds of teacher development, there is again considerable agreement within the group as a whole. On item f. however (re who is the best person to discuss her teaching regularly with a teacher in a friendly way) the significant differences are due to Users nominating promoted staff to this role, and on item g. (helping the teacher to improve her self-observation in the classroom) Heads are more likely than Teachers to nominate promoted staff to this role. Finally, in Table 36, which is about **what the schools need to help staff development to flourish,** Teachers put the need for materials higher than Heads (possibly because they do not know that their Heads in fact already possess the Focus box) and Early-involved schools rank higher item d. (the need for a "clear idea of what needs to be done"), possibly because having been in the project much longer they have become more aware of the complex conceptual issues involved in the field of staff development, and the need for getting clear their ideas on the various issues.

Summary

The questionnaire showed that in terms of the staff development which had taken place, the year had actually been a fairly traditional one for the most part in most of the nominated schools. However, respondents' personal best memories of school-based staff development activity in the year in question had tended not to be just quite like that, but to have been rather more like the kinds of activities endorsed by the newer literature. The Focus initiative, itself of course arising from the newer thinking, was perceived very favourably by respondents as a whole - its rationale being approved of, its materials highly rated and the professionalism which it sought being positively valued. Indeed, there was considerable positive consensus on the Focus box itself, on its aims and assumptions and also on such factors as the need for staff time to be available in future to pursue such aims as part of the professional life of the primary school.

When /

When the views of sub-groups replying to the questionnaire were examined (extremely cautiously however because of the small numbers involved) Head Teachers and actual Users of the Focus materials (most of whom were Head Teachers) tended, as you would expect, to be the most markedly in favour of the Focus project. But two wobbles in the data should be noted. First, the sheer quantity of the Focus materials was not an attractive feature - particularly to Head Teachers. And second, there is a sensitive point in the findings. This shows itself in replies to questions about who in schools should lead and help teachers in the **new** kinds of staff development for which Focus is a vehicle. Here, the otherwise strong agreement between Heads and teachers weakens on the question of who exactly should work **1:1 with teachers on developments concerned explicitly and systematically with the data-based improvement of their performance in the classroom.** In this "new" area for staff development, which obviously raises issues of professional competence and trust on both sides, there are, clearly, matters to be considered and resolved. **Who is paid, who is trained, who is competent and who is trusted to carry out staff development work of this sensitive and innovative kind?** Section 8 will discuss these issues when it puts the questionnaire into the broader picture of the project as a whole.

SECTION 8 /

SECTION 8

THE FOCUS ON TEACHING PROJECT
1983 - 1985
SUMMARY AND CONCLUSION

The aim of the project

In the world of educational research and development, projects use Research and Development funds to achieve aims which would otherwise be unlikely to be achieved. In the case of the Focus on Teaching project the funds came from the Scottish Education Department (grant ref. H/193/3) from January 1983 to December 1985. This funding was part of the broader Teaching Quality initiative in Scotland, an initiative which also included work in the fields of student selection for pre-service teacher training, pre-service training itself and secondary school staff development. The Focus on Teaching project worked in the field of **primary teacher staff development.** Its aim was to produce, from a platform of school-based research, INSET materials to support improvement in **primary classroom teaching** - that is to say, the project's focus, as its title suggests, was specifically on **teaching**, rather than on other aspects of a teacher's professional work. The materials to be produced in the project were to be for primary **staff development in school** - ideally for school staffs to use themselves without the help of outsiders being necessary. Further, these materials were not to be directed merely at surface or even just technical improvements in teacher performance but were to go deeper and to affect teachers' **thinking about teaching** - their actual conceptualisation of teaching itself. This last aim is illustrated in the project's outline to its funders:-

> "The specific objective of the project will be to increase teachers' awareness, use and modification of pedagogic concepts in the course of their own day-to-day work in their classrooms. Accordingly, the project has to do with the quality of in-service teachers' thinking about classroom teaching" (the project's proposal form RES 1, page 4)

Thus the project had an intention (it being a **research** and development project) to do conceptual work and not just to produce materials.

To do its job, the project was to have three phases. First, a conceptual phase in which key ideas would be researched with teachers in six primary schools in Scotland. Second, a production phase in which INSET materials based on these ideas would be produced. Third, a dissemination phase during which the materials would be trialled and evaluated in twelve Scottish schools. Thus, although in the end in fact the third phase disseminated the project much further than this and far beyond Scotland, it is very important to understand the project in its all-important first phase as a collaborative one - that is to say as a joint effort between staff researchers and school teachers who worked closely and intensively together. The aim of the first phase of the project was, after all, for the project to explore, and to have as its springboard, teachers' practical knowledge of teaching (sometimes called, in the literature, their "craft knowledge") and not to have the staff researchers producing ideas and materials at a distance from classrooms and untested in schools.

Two important contexts for the project

Obviously, all projects work in a number of contexts. Only two were really important in the case of this particular project - the **policy** context and the **theoretical** /

theoretical context. Both contexts were helpful, the first ensuring that many people, and not only researchers, were interested in the project, and the second ensuring that the work was in itself intrinsically interesting to do.

The **policy** context was one in which discussion of teacher development was to the fore. There were two particular British papers which ensured this. These were the paper on INSET in England and Wales (ACSET 1984) and the paper on Arrangements for the Staff Development of Teachers in Scotland (NCITT 1984). The background to both of these papers was of course the compelling fact that new recruitment to the teaching profession being at a low level (because of falling school rolls etc), the exploration of methods professionally to invigorate the existing teaching force were urgent. Further, rapid educational change and the concept of **continuing professional development** meant that stronger attention was directed towards methods of professional development from the moment of the new recruits' first appointments right up until the day of their retirement - a massive strengthening of in-service commitment nationwide. Both of these policy reports covered, of course, far more than the Focus on Teaching project ever set out to tackle. However, in them both, the Focus area (continuing professional development focussed on pedagogic practice) featured strongly. Further, the Scottish report concluded by making a number of general recommendations and the project was able to use some of these in the course of its own studies.

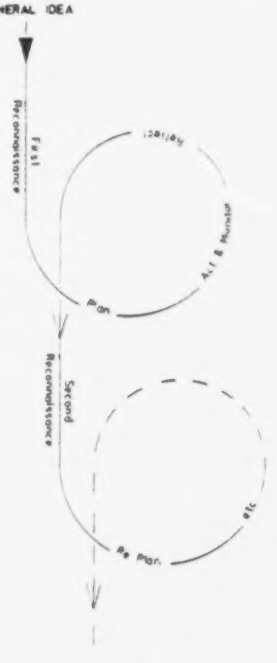
The **theoretical** context can be explained very simply. The project worked at a time of enormous interest in the idea of 'practitioner knowledge'. This was the idea that practitioners (not just in teaching but also in medicine, engineering and the other professions) acquire a distinctive kind of practical knowledge which is not acquirable or testable except in the course of professional practice - that is to say, during and by means of teaching, working with patients or whatever, and not just through reading about these things or through watching other people do them. Some writers call this kind of knowledge 'actionist' knowledge and feel it a sad accident that people have in the past understood and respected this kind of knowledge much less than, for example, they have respected the traditional scholarship of the disciplines. This conceptual and epistemic strand of the project is explained in one of the project's papers (called "A Researching Profession?" which can be sent for). This strand proved to be the most generative one in the project's thinking, driving the work with particular power in its crucial first phase. How fruitful and interesting this phase proved to be when driven conceptually in this way will be described in the following paragraphs.

The project's first phase in the six leading schools

This phase had no less an aim than to derive from teachers' practitioner knowledge a conceptual base from which new and high-grade INSET materials could be developed. This derivation had not been done before and even before the project began, its own optimistic proposal described this period of the work as "the high-risk phase, there being no well-tried Research and Development methodology for effecting such an enterprise" (the project's proposal form RES 1, page 5). In the event, however, a fruitful methodology was created. This methodology grew originally out of the procedure used in the Open University "Curriculum in Action" initiative (OU 1981) and was a variant of the method of stimulated recall - being an exercise, however, in which teachers first brought about a **change** in their teaching by carrying out a mini-experiment on it. They then reported back on how they had done this and with what effects. The outcome of this exercise was in conceptual terms the most exciting of the entire project.

Thus /

Thus 79 teachers took part in this exercise. In all they carried out 121 experiments on their teaching. To do this they brought about 3,200 minutes (a massive 53 hours) of change in their practice. Their reports-back on this, which they tape-recorded, lasted 1,558 minutes. Accordingly, these 79 teachers put into the project an enormous 26 hours of tape-recorded, sustained professional analysis of their own teaching. Transcribed, these analyses became the project's seminal base, and from them was distilled the model on which subsequently all the Focus INSET materials were theorised. It is a model of professional development and is given in the figure below. The model was assembled in diagram form, almost like an identikit of the professional mind in action, by drawing out on paper and checking repeatedly against the transcripts, the conceptual and practical steps which the teachers had taken to carry out their mini-experiments. Some teachers had taken only a very few of the steps shown, but others had worked through all of what is shown in the diagram.



In its structure the model is the briefest possible summary of what was underpinning the teachers' work during the mini-experiments exercise - a representation, in brief, of their professional cognition. In its labelling the model is influenced, obviously, by the "teacher-as-researcher" movement. And in its assumptions, since it came from teachers' <u>experiments</u> on their teaching, it incorporates a theory of change. That is to say, it is concerned not only with the careful analysis by teachers of their existing practice but with patterning a procedure for the change and the development of that practice.

By such a model the teacher is portrayed as having a General Idea for the improvement of her teaching (*<u>N.B.</u> no matter how good her teaching may already be*); then, in relation to that idea about her teaching, carefully reconnoitring her existing baseline of performance; planning an improvement in it; taking action to effect the plan and monitoring it; reflecting; - and then repeating the cycle with a better understanding of the idea itself as well as with a development in that aspect of her teaching. Accordingly, the model is a model for professional development - a pattern of thought and action for a teacher who is conceptualising an aspect of her teaching, and systematically working through a plan for its improvement, researching her practice consciously and explicitly, in some detail and with rigour.

Once drawn out as a figure on paper the model was readily recognised at the time by teachers from whose transcripts it had been assembled, and later in the project it was readily accepted too by new teachers. (Thus, for example, from one of the many teachers who later wrote in independently for the Focus materials: /

materials: *"Thank you for your letter and the booklet 'Developing Teaching'. May I keep it? . . . . Perhaps in the New Year when I have more data I could arrange to meet you? At the moment I am at the 'Second Reconnaissance': your spiral of development fits exactly what I have done . . . !"* Letter from a Secondary School teacher, 10 October 1985.)

The paragraphs below describe how, on the basis of the model, the Focus materials were theorised, what they were like and the kind of primary school which they began to envision - a school which took the development of its staff seriously and in which it was a normal part of its corporate professional life to think about, study and develop one's practice consciously and systematically, with rigour and precision, in the Focus way.

The project's second phase - producing the Focus box

The Focus materials were produced as a coherent package theoretically and also in terms of their appearance. They were matchable by users or their leaders to different needs. Thus they took account of the fact that while some users would wish to carry out a sustained and thoroughgoing research and development exercise on their teaching, others would wish perhaps to learn only a subset of the precise analytical and observational skills needed for a sustained exercise of that kind. Accordingly, the materials allowed for different professional "levels" as well as for different lengths of use: they could serve one-off short study sessions or meetings, or long programmes: they could be used by a lone teacher, perhaps in a single-teacher school, or by teachers in a group: they could be used with or without a leader/facilitator/helper; and so on.

The materials consisted of:-

(i) A foundation booklet called "Developing Teaching" which gave the basic Focus model and practical research techniques for teachers who were following the model to study and develop their teaching in an explicit, conscious and systematic way.

(ii) A mini training course in classroom observation and analysis. This consisted of four videos and an accompanying booklet called "Four Classroom Studies".

(iii) Two follow-on booklets called "Action on Art" and "Encouraging Thinking" which carried the basic Focus model into the teaching of Art and the teaching of Thinking respectively.

(v) A leaders' guide called "Helping Change" which told how leaders/facilitators could help teachers to adopt the Focus approach in the school.

All of these materials originated in the work of the first-phase teachers. For example, four of the first-phase teachers made the videos (of their own teaching) for the mini-course described in (ii) above, and the same four also wrote explanatory material for the accompanying booklet: also, all the research methods, self-study techniques and other skills presented in all the other booklets came from the first-phase teachers' work and had been tested in practice by them in their classrooms with their own children.

Once ready in their trial edition, the Focus materials were delivered to the third-phase users in an enormous standard box which contained enough of everything for everyone in the school to use everything at once if they wanted to. This apparition caused the Focus pack to be known ever after as **the Focus box.** The box was trialled as follows.

The /

The project's third phase - trialling the Focus box

In the third phase of the project, the Focus box was reviewed and trialled in many different ways. Some individual teachers used the materials as aids to the precise study and improvement of their own teaching, and these people worked with the materials as solitary users, ie without the support of colleagues or outside consultants. Some other teachers worked like this but with the services of a visiting consultant/"facilitator". Some of the triallers were distant Head Teachers who were sent the box in the post and who then mounted with it such staff development as they judged best, considering the materials and their school policy/situation. In contrast, some of the other Head Teachers were nominated as triallers in the project because their Local Authorities had judged their schools to be fertile ground for the Focus innovation. Some people did a great deal with the materials. Other people did not. Despite the diversity of the third phase, however, the trials can be summarised briefly like this:

During the trials, the Focus approach and materials were used successfully to support many different kinds of staff development, viz:-

Programmes for individual teachers appraising/improving their own practice in the light of precise observation of it and of their pupils' achievements. Some teachers did this solitarily, others did it supported 1:1 by a consultant/"facilitator".

Programmes for staff groups led by their Head Teachers. Usually these groups viewed videos and discussed the Focus model. Some Heads followed up these initiatives by organising 1:1 work with individual teachers, the Head acting as facilitator and the 1:1 work being articulated with the policy of the school.

More traditional kinds of "one-off" staff meetings in which staff discussed the Focus approach, a Focus theme or a Focus video. Some Heads kept Focus on the informal agenda of the school afterwards by, for example, informal discussion or having the Focus materials available for borrowing by their teachers. Other Heads left the matter at the one-off, "consciousness-raising" stage, however.

There was no doubt from the trials that the overwhelming majority of people who came into contact with them approved of the Focus box itself and the Focus approach/rationale most positively. These "results" from the third phase of the project, therefore, could just be left there and the third-phase of the project could be looked at simply in that way - ie as an endorsement of the professional and ecological validity of a particular set of materials which had been derived from careful research in schools with teachers. However, the evidence from the trialling phase did also raise some other interesting issues as the paragraphs below will explain.

Thus, the third phase of the project had three different bases for trialling the Focus box:-

(i) Trialling which was to be handled by the Head Teacher in each of the **12 schools formally nominated to the project** by the three local authorities supporting it. Here, opinion was sampled finally in an end-of-trialling-year questionnaire on site to the Head Teacher and the least senior teacher by length of service, giving a set of 24 questionnaires.

(ii) Trialling by **four individual teachers** who were on the staff of the nominated schools. These teachers worked with Focus materials, and with project staff as facilitators, on programmes of different lengths (four, nine and ten weeks). On these programmes opinion was sampled by weekly and end-of-programme questionnaires, giving a set of 54 questionnaires.

(iii) /

(iii) Trialling by reviewers/users who were called **"the independents"** because they had no connection whatever with the official machinery of the project. They included individuals and groups in Scottish Highland and island schools, teacher trainers from England and Europe and people involved in Australia in distance School-Based Teacher Education. The independents sent in various kinds of reaction to Focus, giving a set of 19 reports by the end of the project's formal trialling period. (A further 14 "latecomer" reports arrived in the period when the project was finishing off and this final report was drafted.)

These three different sets of judgements were different in form (some were structured questionnaires; some were extensive, open-ended reports and reviews) and were analysed separately but at the end of the day it was clear that they were consistent with one another in the main kinds of advice they gave to the project about the quality of the Focus materials, the value of the Focus approach and the kinds of things which need to be done in the education system as a whole if activities of the Focus style are to flourish as an integral part of the professional lives of teachers in the future.

Thus, on the nominated sites, where in many cases in the trialling year (a year called "the worst year in educational history" by one Scottish Head Teacher (TESS 4/10/85)) industrial action had reduced teacher participation in all manner of staff development, the questionnaires showed that, although in many of the schools the year's staff development activity had been of the traditional kind (taking place in single-session staff discussions rather than in sustained programmes, and concerned with specific curriculum subjects rather than generic professional or pedagogic issues), there was nonetheless a highly positive regard for the radically new approach embodied in the Focus box. This **positive regard both for the Focus principles and for its actual materials** was general across the entire sample, though when sub-groups' responses were compared (Seigel 1956) high regard was most marked of all among Head Teachers and actual Users of the materials (most of whom were Head Teachers). As to the kinds of conditions which help staff development in schools to flourish, respondents were almost unanimous in identifying **'time to do it'** as the thing they most needed in their own schools. However, there was less agreement **about who exactly should help teachers** to learn and to use the Focus approach. Here, there was particular uncertainty when people gave opinion on one of the Focus programmes - a programme which incorporated the close analysis, study and evaluation by an individual teacher of her own teaching and also 1:1 consultations between the teacher and a facilitator, both people using precise data on the teacher's teaching, with the purpose of development. Head Teachers, although some felt unready for it, accepted this facilitator role as one for the school's promoted staff, but teachers did not always agree. Thus, the questionnaires raised the whole issue of **who has the facilitation skills,** in many ways skills quite new for the primary school, **to do this kind of work with teachers.**

The findings from the four individual teacher programmes went similarly. All four of these programmes had included, of course, exactly the above kind of 1:1 facilitation (but by project staff researchers) of teachers who were, in a precise, data-based way, investigating their own practice and developing it. Again, as had happened in the questionnaires described above, **the Focus materials and approach were viewed favourably** by the teachers on these programmes and again, in relation to Focus work, **'time to do it'** emerged once more as a big factor. (But the time issue will be returned to later on in this discussion since it was the teachers on the longer, more diffuse programmes who felt time shortage acutely, whereas the teachers on the short, tightly focussed programmes did not.) And finally, again, the issue of **the kinds of facilitation skills** which we should /

should be looking for in the person helping/supporting/facilitating teachers in this very new Focus-style activity came to the fore. Here, **the skills of discussion, researching teaching and helping teachers to use INSET materials were identified as important competences in a facilitator.** It should be noted, however, that the teachers saw these competences as likely to be found in a complete outsider to the school rather than in the staff of the school itself. (Whereas, it will be remembered, the aim of the project had actually been to create materials which would be usable in schools without the help of outsiders being necessary - more of this issue later.)

Finally, the views from "the independents" agreed with the above main points. The independents, who included teachers working individually with Focus materials, Head Teachers who had led staff programmes using the Focus box, and "distance" in-service teacher trainers, **approved strongly of the Focus approach and materials.** As had some of the other respondents, they advised the boiling down of the Focus box to its absolutely irreducible minimum of materials. And, again, as had the other respondents, this group raised questions about **who has the skills to help teachers to do Focus style work** if it really is in future to be a part-and-parcel of professional life in schools - a truly corporate rather than just an individually-motivated-teacher-working-on-her-own kind of activity. **If Head Teachers are to be trained to facilitate this kind of thing,** as different as it is possible to imagine from just running a staff meeting in the old way or just "doing the rounds" of the classrooms as sometimes happened in the past, then training for Headships in the future will need to be quite radically changed.

CONCLUSION

The Focus on Teaching project was interesting. It developed theory, produced palpable materials and raised important ideas about how, if staff development of the kind explored by the project is indeed generally institutionalised, schools in the future will be transformed into much more professionally educative institutions for their staffs to work in. Schools of this kind will define their staffs' systematic study and development of their teaching as really important and will see it as an integral feature of their corporate professional life. Logically in Scotland this is where the concept of continuing professional development will take us, and empirically that is what the project from its earliest phases did demonstrate schools' capacity to bring about and did produce materials to resource. To move even further forward, however, two other issues, which have larger implications than can be tackled by any short-term Research and Development project, need attending to. These two issues are those of **time** and of training in **facilitation.**

First, **time.** As has been noted, the Focus trialling year was an atypical one in which to study staff development in almost any school in Scotland so it is not possible for the project to suggest the amount of **"institutional time"** needed to create and sustain a professionally educative school of the kind now under discussion. Points can, however, be made about the amount of time which could fruitfully be given, in such a school, to support **individual teacher development** based on activities of the Focus kind - that is, based on individual teachers clarifying their professional development objectives, seeking evidence on their existing performance and moving forward to improve it; and being supported in this 1:1 by a facilitator. Teachers of course do need time for activities of this kind - time to evaluate their teaching, time to plan improvements in it, time to analyse their classroom data, time to reflect on it. Done with precision these are formidable tasks. The experience of the project suggests that **for teachers in schools whose institutional ethos and policy do indeed support such professional activity, one hour per week given 1:1 as individual attention to the teacher /**

teacher by someone facilitating her development skilfully will fuel that development very considerably and will do so even when provided non-continously. Thus, on the project, the four-week programmes like this generated as much momentum in the teachers' practice as did the longer programmes. The "time" issue, accordingly, cannot be defined in terms purely of gross amounts of time to be made available for staff development, but must be thought of also in terms of the skilled use of that time. The data from the project suggest that two or three four-week programmes of support for her individual development over the school year, if the support/facilitation is done well, will be as growth-promoting for a teacher as one continuous year-long programme. Such a level of individual provision for every Scottish teacher would certainly be worth aiming for, especially since the literature up to now has given no more precise guidance by which Scottish policies on time provision for individual staff development of this kind could be drafted.

Secondly, **facilitation.** Focus delivered to its users all manner of materials with which they could individually or in groups learn skills in observing, analysing and researching teaching, and it also delivered a model which they could use in a systematic way for the data-based development of their practice. Because "the box" was so unusual and so visible, and so often well-received, it became tempting to imagine that it might primarily have been the lack of **materials** that was holding back school-based staff development in Scotland. However, it should be understood that activities of the Focus kind were still non-usual in Scottish primary schools in the trialling year 1984-85, and the **skills** needed on the part of the people facilitating/leading/helping such activities were still at the stage of being initially defined. Clearly such people need many skills and qualities (not least the quality of inspiring trust) but the facilitative competences most highlighted by the Focus experience relate to the conceptualisation, systematic study and professional discussion of teaching. **The key to high-grade facilitation of teacher endeavour of the Focus kind, especially in the sharpest case, ie when teachers are working with evidence, from their own classrooms and pupils, to improve their performance, lies in the facilitator's capacity to handle pedagogic ideas and evidence and to use both generatively in high-quality professional discussion with the teacher about her own practice. Such discussion is a highly sophisticated form of professional and interpersonal activity. At its core, of course, this is precisely what all teacher training by one person of another ultimately consists in, whether at pre-service or at in-service level.** And yet we know in both levels, from experience and the literature (Zeichner and Liston 1985), that this service is an extraordinarily difficult thing to provide for teachers even when the would-be providers of it are specialist trainers such as you would find in teachers' colleges (Stones 1984) and even though the entitlement of such trainers to their very jobs depends on their claim to be delivering that very quality of service.

These two issues, accordingly, underpinned the final weeks of the Focus project and clarified the character it wished to give to the professionally educative school. The Focus vision was that, once suitable materials had been created to support it and time had been provided to sustain it, staff development of the kind pioneered by the project would become an integral part of the life of schools - as basic, normal, institutionalised and essential as, for example, the teaching of Mathematics to children is in schools at the present time. Such a transformation of schools will mean great change for the Heads, particularly in their deployment of **skills as staff developers.** Thus, providing analytical, conceptual and evidential services of the kind described as "facilitation" in a previous paragraph was certainly not the main thing which, in the past, Head Teachers were employed to do and to ask this from them now is a very considerable shift indeed in their job and in the assumptions and demands of the teacher-training system.

Further /

Further, some of the data from the Focus project suggest that at the present time class teachers might not necessarily expect such skills to be part of the repertoire of the Head and promoted staff, but to be 'contributed in' to schools by 'outsiders', especially when the situation is the sharp one in which a teacher's practice is being researched in detail and discussed 1:1 with her. The key words here perhaps however are "at the present time" since class teachers' expectations that such staff development activity might come into the school from outside were expressed on sites where materials etc had indeed been heavily 'contributed in' by project staff during the trialling year. In contrast, "the independents", who had all come to Focus on a self-help basis, discussed need for Heads' training, in future, to include a stronger preparation for their new roles as staff developers. Certainly, logically, and the project itself had assumed this, for staff development to be an integral part of the corporate life of schools - to be "systemic" in a school, imbuing the whole system of its professional life - the skills of facilitation must be cultivated in the schools themselves. Must be cultivated, it is argued, as a key part of the role of the Head and other promoted staff.

Thus, the enlargement of the role of the Head as the leader/facilitator of a new kind of professional development became the project's final issue - how Heads can play that role, how it will impact on their management of their own and their staff's time, how they can be trained in the role, and that role as **the key to the transformation of schools.** Accordingly the project, as its final piece of experimental work, carried out a Focus programme of training for Headship which was aimed at Heads' roles as **conceptual and developmental leaders, rather than merely administrative leaders** of their staffs, and at their induction into the kinds of thinking and discourse about teaching which such leadership requires.

Unless such a quality of leadership is indeed properly trained for, then not only activities of the **Focus** kind, which are concerned with teacher **development**, but also other new forms of professional activity may be rendered invalid and unhelpful. The move towards the systematisation of teacher **appraisal** by schools' promoted staff for example (Turner and Clift 1985) shows clearly that if such staff were to lack the kinds of skills identified by the Focus project as important for the leaders of teacher **development** (for example a capacity to handle pedagogic **ideas** and **evidence** and to **discuss** teaching in a truly professional way) then systematic teacher appraisal could well be routinised into paper exercises of a non-developmental and sub-professional kind. **The alternative is that, as we rethink the nature of schools, so we rethink our conception of Headship - and that we train for it rigorously.** The conclusion of the Focus project is that not only high-grade INSET **materials** and **well-managed time** but also senior staff who are skilled in the **facilitation of teacher development** are necessary if we want to create a school which is genuinely educative for the teachers who work in it as well as for their pupils.

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PUBLICATIONS

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2 **"A RESEARCHING PROFESSION? The Growth of Classroom Action Research"** by M. Cameron-Jones - Day Seminar, University of Glasgow, December 1983. (Re-printed in Moray House Research Bulletin, 1984)

3 **REPORT ON FOCUS ON TEACHING PROJECT** by M. Cameron-Jones - Research Seminar, University of Stirling, March 1984.

4 **"A 'GOOD' LIAISON: HOW WOULD WE KNOW?"** by M. Cameron-Jones -Aberdeen College of Education, National In-service Course on Primary/Secondary Liaison, September 1984. Published in the Course proceedings.

5 **"ACTION RESEARCH AND PROFESSIONAL COMMUNICATION IN THE SCHOOL"** by M. Cameron-Jones. Paper given at SERA Conference, University of St. Andrews, September 1984.

6 **"PLACEMENT AND REFORM"** by M. Cameron-Jones. Paper for G. Kirk (ed) 1985 "Moray House and Professional Education", pub. Scottish Academic Press - A book celebrating 150th Anniversary of Moray House College of Education.

7 **"HELPING CHANGE"** by M. Cameron-Jones

8 **"DEVELOPING TEACHING"** by M. Cameron-Jones

9 **"FOUR CLASSROOM STUDIES"** ed. M. Cameron-Jones and its four accompanying videos

10 **"ENCOURAGING THINKING"** by D. Skinner

11 **"ACTION ON ART"** by A. McIntosh

The booklets and videos in the Focus on Teaching trialling box

12 **"BEYOND THE INFORMATION GIVEN"** - A short classroom research study by H. Smith and M. Cameron-Jones.

13 **"CURRICULUM BALANCE AND 'THE FRILLS' "** - A short classroom research study by M. Mackinnon and M. Cameron-Jones.

14 **"ENCOURAGING THINKING THROUGH DISCUSSION - A Case Study"** by Don Skinner and Christine Thomson.

15 **"ACTION ON ART - A Case Study"** by A. McIntosh and G. McGregor and the children of Primary 4.

16 **REPORT ON FOCUS ON TEACHING PROJECT** by M. Cameron-Jones - AUPE Group, St. Bernard's Centre, February 1985.

17 /

17 **A BACKGROUND PAPER** written for the following meetings, at which the work of the project was disseminated:

Schools' Support Service, Galashiels, 25 April 1985

Association of Advisers in Primary Education in Scotland, Jordanhill College of Education, 26 April 1985

In-service Conference, Jordanhill College of Education, 27 April 1985

Primary DLD Course Members, Moray House College of Education, 11 June 1985

AUPE Course Members, Craiglockhart College of Education, 3 July 1985

18 **"HEADING UP RESEARCH IN THE PRIMARY SCHOOL"** by M. Cameron-Jones. Paper given at SERA Conference, University of St. Andrews, September 1985.

19 **A BACKGROUND PAPER** written for Meeting of Head Teachers, Balgreen Primary School, 3 October 1985, at which the work of the project was disseminated.

CHRONOLOGY

THE PROJECT'S FIRST YEAR

(January to December 1983)

(July to November 1982)	Formal proposal (RES 1) accepted by SED. The project to run for 3 years from January 1983 and to be funded by SED for the salaries of a full-time Research Associate and a part-time secretary, travel expenses and production costs, etc. Three members of college staff to work on the project part-time, with a time commitment of 50%, 30% and 20% respectively.
	The focus of the project to be staff development in the primary school, raising pedagogical awareness through classroom-based development with teachers of school-based in-service training materials. There would be 3 phases to the project - first a conceptual and development phase, secondly, a phase for the production of materials, and, finally, the dissemination/ evaluation of them.
(December 1982)	Six "fruitful" ("fruitfulness" was the criterion) schools were suggested by the three regions concerned (Fife, Lothian and Borders). Head teachers from these schools (2 schools in each region) were approached and invited to take part in the development phase of the project. All 6 agreed to do so.
January 1983	**Project's starting date, and its funding began.**
	Newsletter no. 1. This newsletter introduced the project to the staffs of the 6 schools who would be leading the development phase. In the initial months the project would focus on the teaching of Art as a way in to more general pedagogic concepts.
	Distribution of stimulus materials on Art teaching to the 6 project schools.
	Start of fieldwork, focussed on teachers' stimulated recall of their Art teaching. Twenty-one individual teachers were involved, and there was also group discussion with whole school staffs.
February 1983	Paper describing the project given by Project Director at the Classroom Action Research Network Conference, Cambridge Institute of Education.
	First Advisory Committee meeting, approving further development of the draft materials for the next stage of the work.
	Teaching-analysis continued in schools, along with time-lapse photography to support it.
March 1983	Questionnaire on the teaching of Art completed by 63 teachers in the 6 schools.
	Arrangements begun for making videos to be included in the project's eventual pack.

April 1983	Pilot materials distributed to the 6 schools for the Summer Term's work. These materials included a set of 4 mini-experiments for teachers to try out in the classroom, and a background paper for discussion.
	"Thinking" weeks began. A "Thinking" week meant that project staff spent one week in each school consulting teachers on their trials of the mini-experiments. Altogether 79 teachers tried and reported on these experiments. With some teachers doing more than one experiment, the total number of reported trials was 121. The teachers tape-recorded their accounts of these mini-experiments. (Further trials took place in all schools but were not reported formally into the project by teachers as by then the project had moved on to the next "Thinking" school.)
	First video made for the project's staff development pack. Altogether, 4 such to be made by the teachers in the schools.
May 1983	Two more videos made.
	Second Advisory Committee meeting (attended by Head Teachers). It was decided that the project's work should continue to develop on the lines now established, and that the materials it produced should comply with the following criteria: match the desires of the schools; be generative, generic and pedagogic; provide for choice by teachers; and advance the work of the previous terms.
June 1983	Fourth and final video made, ready for the pack.
	The "Thinking" weeks completed.
Summer Vacation 1983	Transcription and analysis of the Thinking Weeks' data.
	This showed the possibility of producing an INSET packet which would be based on a teacher-as-researcher model of professional development.
September 1983	Third Advisory Committee meeting (also attended by Head Teachers of the 6 schools). The Committee and Head Teachers agreed to pursue this model as the basis for the INSET pack to be produced. A trial edition of the pack would be presented to the Committee at its next meeting in February 1984.
Autumn Term 1983	Work on analysing, editing, commentating on and writing up the videos was begun with the 4 teachers who had made them. Their video work and the accompanying booklet made up the pack item called "Four Classroom Studies". In all, the pack now comprised 5 items: the foundation booklet called "Developing Teaching", the leaders' guide called "Helping Change", the mini-course called "Four Classroom Studies" and the booklets called "Encouraging Thinking" and "Action on Art".
November 1983	Project staff worked with 6 further teachers who were refining and providing further examples for the packet.
	Newsletter no. 2. This provided for schools a brief progress report and information on the current work.

December 1983

The project-sponsored seminar in Moray House on teachers' action research in Australia, by Professor Stephen Kemmis of Deakin University, Australia. This was attended by college, SCRE, regional and SED staff, and members of the project's Advisory Committee.

Paper called "A Researching Profession?" given by the Project Director at a day seminar on pedagogy, University of Glasgow.

The writing etc. of the trial pack was now concluded.

THE PROJECT'S SECOND YEAR

(January to December 1984)

January 1984

The typing, printing, etc. of the draft pack was done. This was the first attempt in Britain to produce an INSET training packet of this kind on classroom action research on the basis of work done by practising primary teachers in their classrooms.

February 1984

Fourth meeting of project's Advisory Committee, approving the pack for trialling.

Amendments made to trial pack as agreed with Advisory Committee.

March 1984

The three Local Authorities were asked for extra "fertile" schools to take part in trialling phase.

Paper presented on Focus project by Project Director at Research Seminar in University of Stirling.

April 1984

The pack now ready, in multiple copies, for trialling.

May 1984

Appointment of new full-time Research Associate to the project.

New schools nominated by the three regions concerned. Programme of visits by project staff. Distribute "Focus" boxes to each school, the group now numbering 12 schools.

Two research questions formulated ("How good are the materials?" and "How can teachers be helped to use the "Focus" approach?".)

June 1984

Delivery visits to schools continued.

"Focus" package introduced to a meeting of the Primary Advisers in Lothian Region by Principal Primary Adviser.

July 1984

"Focus" materials began to be distributed to the wider evaluation group (ie the "independents" outwith the nominated sites).

August 1984

Trialling began. Some of this (with 6 teachers) would take the form of 1:1 action researches done by class teachers facilitated by project staff. Some of it would be set up by Heads themselves, matched to the needs of their schools. Some of it would be done by the "independents".

September 1984 — Two teachers withdraw from 1:1 trials.

Project Director at St. Bernard's Centre to discuss "Focus" box with Lothian Advisers in Primary Education.

Project Director and Research Associate gave a paper on the project to the Scottish Educational Research Association Annual Conference in St. Andrews.

November 1984 — Fifth Advisory Committee meeting (joined by Head Teachers) to review progress.

Project staff attend Classroom Action Research Network Conference in Cambridge.

Paper on teacher development written by Project Director for College's 150th Anniversary book.

December 1984 — Conclusion of some of the 1:1 Focus trialling by individual teachers with project staff.

THE PROJECT'S THIRD YEAR

(January to December 1985)

January 1985 — Final 1:1 trialling underway.

February 1985 — Focus presentation made to group of Associates in Upper Primary Education, Dean Centre, Edinburgh, by project's Research Associate.

Conclusion of 1:1 trialling.

Work on constructing final questionnaire began.

March 1985 — Non-nominated "independents" trialling group enlarged.

Visits made to the 12 nominated schools to arrange project's final questionnaire.

Analysis of data from the 1:1 trials.

April 1985 — Presentations on the project made to Borders' Schools Support Service monthly meeting (Balmoral Teachers' Centre, Galashiels); Annual Conference of Association of Advisers in Primary Education (Jordanhill College); and In-service B.Ed. Group (Jordanhill College).

Work continued on constructing the final questionnaire.

May 1985 — Sixth Advisory Committee meeting. Committee approved project's current and future arrangements; welcomed the studies from the 1:1 trials and noted implications of Focus approach for new style of training for Head Teachers.

Head /

	Head Teachers from the nominated schools met the Advisory Committee. Guest speaker (Head Teacher of an island school) described his use as an "independent" of the Focus materials with the staff of his school.
	Final questionnaire ready.
	Visits began to nominated schools to administer questionnaire.
June 1985	Visits continued re questionnaire administration.
	Focus presentation by Project Director to Primary Diploma in Learning Difficulties Group at Moray House.
July 1985	All visits re questionnaire completed.
	Focus presentation to Associateship in Upper Primary Education Group at St. Andrew's College (Craiglockhart Campus) by Project Director.
August 1985	Final Report in preparation.
	Attendance by Project Director at British Educational Research Association Annual Conference in Sheffield.
September 1985	Final Report still in preparation.
	Paper on Focus's implication for the training of Head Teachers to Scottish Educational Research Association Annual Conference in St. Andrews by Project Director.
October 1985	Final Report in draft discussed at seventh meeting of Advisory Committee.
October to November 1985	Experimental training programme for Head Teachers, at their initiative (follow-up to take place in 1986)
December 1985	Distribution of Final Report.

ADVISORY COMMITTEE MEMBERSHIP AND MEETINGS

Membership

Mr. Nigel Acton
Adviser in Primary Education, Borders Regional Council

Mr. David Cook
Principal Advisor Primary, Lothian Regional Council
(Mr. Cook died in the summer of 1985 and was greatly missed)

HMI Mr. Alistair Davidson

Mrs. Cecile Dunne
St. Andrew's College of Education

Mr. J.G. Findlay
Senior Assistant Director of Education (Primary), Fife Regional Council
(Mr. Findlay moved to another Region in April 1985 and was replaced by **Mr. W.J.C. McPherson**, General Adviser (Primary))

Dr. David Hamilton
Department of Education, University of Glasgow

Mrs. F.H. Johnston
Senior Research Officer, Research & Intelligence Unit, SED

Miss J. Low (Chairman)

Mrs. Myra MacPherson
Head Teacher, Balbardie Primary School

Dates of meetings

1 **8 February 1983**

2 **12 May 1983**
(Heads of 6 pilot schools (except one) in attendance)

3 **21 September 1983**
(Heads of 6 pilot schools in attendance)

4 **15 February 1984**
(Heads of 6 pilot schools in attendance)

5 **14 November 1984**
(Prior meeting of Advisory Committee members, followed by meeting of Advisory Committee members with Heads of the 12 schools now involved in Focus project (2 absent))

6 **23 May 1985**
(Prior meeting of Advisory Committee members, followed by meeting of Advisory Committee members with Heads of the 12 schools)

7 **1 October 1985**
Discussion of draft final report.

CONSULTATIVE QUESTIONNAIRE ON TEACHING ART IN THE PRIMARY SCHOOL

As a supplement to the Art consultations and seminars taking place in the six primary schools leading the FOCUS project in its first developmental phase, a questionnaire was designed to tap a wider range of teachers' ideas than was possible through individual consultation.

The questions focussed on the aims, objectives and rationale of Art teaching, its content and methods, and its place in the curriculum. Source material was gathered from a wide range of literature, including SED and DES reports, the results of recent research, textbooks on teaching methods and the work of theorists in the field of Art education.

Altogether 63 teachers from the six schools leading the project's developmental phase completed the questionnaire, ie the majority of the staff in most of the schools. The sample was distributed across the schools as follows:

School 1 - 16 class teachers, 1 remedial teacher, 1 Head Teacher

School 2 - 12 class teachers, 1 AHT

School 3 - 1 class teacher, 1 Head Teacher (who was also a full-time class teacher)

School 4 - 7 class teachers, 1 link teacher

School 5 - 6 class teachers, 1 Head Teacher

School 6 - 13 class teachers, 1 AHT, 1 Head Teacher

Among the 56 class teachers, 22 were teaching infants (P1-3) at the time of the questionnaire, and 33 were teaching juniors (P4-7). The majority (41) had been with their present class for eight months, since the beginning of the school year. Of the remaining 15, nine had taught the class for over a year and six for less than eight months. The average class size was 26 pupils. The questionnaire was completed individually in four schools and in groups in two schools, each school staff deciding on the method which best suited their own situation.

The results are presented in Tables 2 to 12 and expressed as a percentage of the total number of teachers who replied to each item. This total was generally 63, except for Tables 10 and 11 where n = 59. The percentages are correct to the nearest whole number.

The questionnaire results were used in the writing of one of the items ("Action on Art") in the Focus box.

CATEGORIES FOR TABLE 14

1 School code = the project's code number for the school.

2 Use of Focus by Head/promoted staff with own teachers.

Five levels of use were categorised:-

Non-use	materials never used at all
Use anticipated	Head Teacher hopes to involve teachers in Focus work but has no firm plans to do so
Use planned	Head Teacher has planned programme of use of Focus materials in school
Some use	Focus materials have been introduced to staff, and are being used (nature of use specified)
Project team supported use	Project team have worked with individual teachers on a programme of use of Focus materials.

3 Industrial action mentioned - if and when.

Three levels of immediacy of mention of the troubled industrial circumstances were categorised:-

Never	not at all
Straight off	early on in the interview, unprompted
Some way on	when discussion had developed on to areas of "other issues".

4 Other special circumstances mentioned:

These were any circumstances mentioned by the Head as affecting the level of use of Focus in that school. Often they concerned staff turnover/illness and "innovation fatigue". They frequently concerned the school's involvement in the new primary degree (a pre-service degree for primary teachers which made new demands on supervisory teachers in placement schools).

CATEGORIES USED IN ANALYSIS OF QUESTIONNAIRES COMPLETED BY TEACHERS AT THE END OF EACH SESSION OF FOCUS-RELATED WORK WITH THEIR FACILITATORS

(An example from each category is given)

(See Table 15)

Category	Definition	Example
Self-related	The teacher's response concerned an aspect of her own teaching or its development, but not an activity specific to "Focus"	"I learned to encourage more in-depth discussion with the children before embarking on the task"
Pupil-related	The teacher's response concerned an aspect of her pupils' response or their development	"The children appeared to evaluate their work and were self-critical"
Curriculum-related	The teacher's response concerned a specific subject in the curriculum	"We started on colour discussing hot and cold colours . . . we also discussed shades of colour"
Using Focus methods	The teacher's response concerned her use of the kinds of research and development procedures presented in the Focus materials	"I was able to monitor successfully with the tape-recorder"
Other	The teacher's response fell outwith any of the above cagegories. If the frequency of "other" responses was 50% or more of a teacher's total for any question, sub-categories were generated: see for example Q6: Sub-category - Having extra resources.	"Using more resources with the children, eg straw, glue, etc."

CATEGORIES USED IN ANALYSIS OF QUESTIONNAIRES COMPLETED BY PROJECT FACILITATORS AT THE END OF EACH SESSION OF FOCUS-RELATED WORK WITH TEACHER PARTNERS

(An example from each category is given, where applicable)

(See Table 16)

Category	Definition	Example
Self-related:		
a) Role of facilitator	The facilitator's response concerned help given to his/her teacher partner in the process of action research	"Build confidence. Encourage the teacher to pursue her own thinking and development."
b) Role of project researcher	The facilitator's response concerned feedback from his/her work with teacher partner which would answer the project's two research questions ("How good are the Focus materials?" and "How can teachers be helped to use the Focus approach?")	"Make arrangements for a joint write-up"
Teacher-related	The facilitator's response concerned his/her teacher partner's teaching or its development, but not a specific Focus activity	". . . discussing the way the teacher planned her work in general"
Pupil-related	The facilitator's response concerned the behaviour or development of his/her teacher partner's pupils	"Increased child involvement . . . increased response by children"
Curriculum-related	The facilitator's response concerned a specific subject in the curriculum	(No example because no occurrences)
The teacher's use of Focus methods	The facilitator's response concerned his/her teacher partner's use of the kinds of research and development procedures presented in the Focus materials	"The amazing conceptual strength of the teacher's tape-recorded reconnaissance"
Other	The facilitator's response fell outwith any of the above categories. If the frequency of "other" responses was 50% or more of a facilitator's total for any question, sub-categories were generated. See for example Q6 Sub-category - Having a helpful context.	"School climate of interest"

SUB-CATEGORIES USED IN ANALYSIS OF TEACHER AND FACILITATOR QUESTIONNAIRES, QUESTION 5, AND FACILITATOR QUESTIONAIRE, QUESTIONS 7 AND 8

(An example from each category is given, where applicable)

(See Tables 15 and 16)

Discussion with teacher sub-categorised as

Category	Definition	Example
Clarified ideas/issues	Through discussion, the facilitator enabled his/her teacher partner to explore and understand better some aspect of the research procedure	Teacher: "Helped to clarify ideas about topic and what I was trying to achieve" Facilitator: "Identified one of the two ideas and sorted out its elements"
Gave practical support	The facilitator helped his/her teacher partner's research by offering specific advice on teaching or research procedure	Teacher: "List[ed] things which I should be trying to achieve" Facilitator: "Suggested a way of organising the relationship between one group and the rest of the class"
Gave emotional support	The facilitator, open to his/her teacher partner's doubts on the progress of research, offered encouragement	Teacher: "[He] encouraged [me]" Facilitator: "Consider[ed] and reflect[ed] on the teacher's own submissions - en-courage[d] and respond[ed]"
Rechannell-ed dead ends	The facilitator stimulated his/her teacher partner to re-consider and re-structure positively an aspect of research which the teacher had considered valueless	Teacher: "He showed that I had in fact learned a lot from my "disastrous" discussion work" Facilitator: (No example because no occurrences)

SUMMARY OF FURTHER COMMENTS FROM TEACHER AND FACILITATOR QUESTIONNAIRES

(See Tables 15 and 16)

Stimulus

"The project will benefit from any **other** comment or advice etc you can give now while this period of work is uppermost in your mind"

TEACHERS

Of the 27 completed questionnaires, 19 contained such comments and they were scanned for their help in answering the project's main questions, with the following outcomes:

Q	How good are the Focus materials?	A	No comments on materials as such
Q	How can teachers be helped to use the Focus approach?	A	Through having the time to learn it (2 responses) and through having facilitator support for it (2 responses)
Q	What does the Focus approach positively provide for in-service teachers?	A	The Focus approach and the Focus methods raise teacher-awareness (12 responses)
			Three comments not included

FACILITATORS

Of the 27 completed questionnaires, 17 contained such comments and they were scanned for their help in answering the project's main questions, with the following outcomes:-

Q	How good are the Focus materials?	A	One comment suggesting a modification
Q	How can teachers be helped to use the Focus approach?	A	Through having appropriate support for it - strong emphasis on need for developing the art of facilitation (8 responses)
Q	What does the Focus approach positively provide for in-service teachers?	A	Raised awareness (1 response) and an opportunity to demonstrate/enhance professional quality (1 response)
Q	What does the Focus approach positively provide for facilitators?	A	Satisfaction/fascination (5 responses)
			One comment not included

TYPES OF APPRAISAL RECEIVED FROM PEOPLE APPROACHING MATERIALS AS A MEANS OF HELPING OTHERS TO STUDY AND IMPROVE TEACHING

Respondent	How was original contact made?	Which Focus materials involved?	What did respondent do with the materials?	Type of appraisal received
a. Read and used n = 5				
Acting Head Teacher, Fife Region Primary School	The Acting Head Teacher's school was nominated by its region as fruitful for the conceptual phase of the project. A box of Focus materials was given to the school as feedback from its involvement in the first phase.	Response does not specify : whole box given	Read materials. Viewed one of videos with his staff - discussed it and box with them Time taken : unspecified	Appraisal form (Focus box)
Head Teacher, Lothian Region Primary School (Involved in a variety of staff and curriculum development exercises within and outside the school)	Following the Head Teacher's receiving feedback from the Assistant Head Teacher who had attended the Focus presentation to the Associates in Upper Primary Education Group(February 1985). The Head Teacher contacted the project for information on it and was later given box of Focus materials.	"Four Classroom Studies" booklet and videos	Used them in context of staff development programme. Whole staff watched videos, took part in discussion, and some members of staff initiated follow-up activity. Time taken : 3 sessions Session 1 : part of whole day Session 2 : afternoon Session 3 : unspecified (All took place between early April and mid-June 1985)	Tape-recorded interviews with pre-specified questions
Head Teacher, Strathclyde Region Primary School (Attempting large-scale staff and curriculum development programme in his school)	Following a meeting between this Head Teacher and Focus Project Director at National In-service Course(September 1984).The Head Teacher's request for the project materials was the first independent direct one made from a school (previously involved schools had been nominated)	Whole Focus box, except "Action on Art" and "Encouraging Thinking"	Read "Helping Change". Used "Four Classroom Studies" videos and booklet with teachers, who worked in groups. (All teachers saw at least one video) Worked on "Developing Teaching" with one group of teachers. Time taken : unspecified (Use took place between October 1984 and February 1985)	Appraisal form (Focus box)
Pre-service Teacher Trainer, College of Higher Education, Lancashire	Following a meeting between this person and project team members at Classroom Action Research Network Conference (November 1984). Materials sent on request to this respondent.	"Developing Teaching" only	Introduced booklet to group of pre-service students involved in school-based work. Encouraged them to incorporate action research model into their own practice Time taken : unspecified (Use took place between late January and end of March 1985)	Open-ended "letter"
Member of Curriculum Studies Centre, Australian University which is largest provider of distance learning materials to teachers in that country	Through a faculty member in touch with the Focus project	Whole Focus box	Read booklets and viewed tapes. Introduced "Developing Teaching", "Four Classroom Studies" booklet and videos to School-based Teacher Education Program Students. Gathered feedback from students' use of/reaction to materials. Gave "Action on Art" to a colleague for review Time taken : unspecified	Open-ended "letter"
b. Read and reviewed n = 8				
Pre- and In-service Teacher Trainer, Austrian University	Following a meeting between this person and project team members at Classroom Action Research Network Conference (November 1984). Material sent on request to this respondent.	"Developing Teaching" only	Read booklet Time taken : 70 minutes (English not mother tongue)	Appraisal form ("Developing Teaching")

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Respondent	How was original contact made?	Which Focus materials involved?	What did respondent do with the materials?	Type of appraisal received
b. Read and reviewed (continued)				
Senior Lecturer in Education in Australian University which is largest provider of distance learning materials to teachers in that country	Through a faculty colleague in touch with the Focus project	"Action on Art" only	Read booklet Time taken : unspecified	Review written as a letter and annexed to colleague's response
Head Teacher, Lothian Region Primary School (Involved in a variety of staff and curriculum development exercises)	Following the Head Teacher's receiving feedback from the Assistant Head Teacher who had attended the Focus presentation to the Associates in Upper Primary Education Group (February 1985). The Head Teacher contacted the project for information on it and was later given box of Focus materials.	Whole Focus box, except videos	Read "Developing Teaching", "Helping Change", "Four Classroom Studies" booklet. Flicked through "Action on Art" and "Encouraging Thinking" Time taken : unspecified	Tape-recorded interview
Member of Open University Education Department (Has worked on curriculum packages and their evaluation)	Following this person's attendance at the Focus presentation at the Scottish Educational Research Association Conference (September 1984). The respondent expressed interest in, and was later sent, material.	Whole Focus box	Read and viewed material Time taken : unspecified	Appraisal form (Focus box) and a review written as a letter
Member of Open University Education Department (Has worked on Open University curriculum development packages)	Through a colleague who had undertaken to review Focus materials	Whole Focus box	Read and viewed material Time taken : unspecified	Appraisal form (Focus box)
Pre-service Teacher Trainer, College of Higher Education, Lancashire	Following a meeting between this person and project team members at Classroom Action Research Network Conference (November 1984). Material send on request to this respondent	"Developing Teaching" only	Read booklet Time taken : 20 minutes	Appraisal form ("Developing Teaching")
Head Teacher, Tayside Region Primary School	Following this Head Teacher's attendance at the Focus presentation at the Scottish Educational Research Association Conference (September 1984). The respondent expressed interest in, and was later sent, material.	Whole Focus box	Read and viewed material Time taken : unspecified	Appraisal form (Focus box)
Member of Her Majesty's Inspectorate, Department of Education and Science, England	Through a fellow Her Majesty's Inspector (Scottish Education Department) who serves on the project's Advisory Committee	Whole Focus box, except videos	Read material Time taken : unspecified	Personal communication: telephone call

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TYPES OF APPRAISAL RECEIVED FROM PEOPLE APPROACHING MATERIALS AS A MEANS TO STUDY AND IMPROVE THEIR OWN TEACHING

Respondent	How was original contact made?	Which Focus materials involved?	What did respondent do with the materials?	Type of appraisal received
a. Read and used n = 4				
Class Teacher, Lothian Region Primary School	Following this teacher's attendance at Focus presentation to Associates in Upper Primary Education Group (February 1985). The teacher expressed interest in, and was later given, material	"Developing Teaching" only	Read "Developing Teaching". Used research technique supplied in the booklet ("Shadow study", page 15) to help pupil with learning difficulties Time taken : 1 session over whole school day. Repeated 2 weeks later	Review written as a letter
Class Teacher, Tayside Region Primary School	Through the Head Teacher of this teacher's school. The Head Teacher attended the Focus presentation at the Scottish Educational Research Association Conference (September 1984) and requested a Focus box for the school	"Developing Teaching" only	Read "Developing Teaching". Used research techniques supplied in the booklet ("Heightened awareness" and "Selective verbatims", page 14) Time taken : working time unspecified (45 minutes to read)	Appraisal form ("Developing Teaching")
Single Teacher in Highland Region One-teacher Primary School	Following an approach from the project to this teacher's Regional Adviser asking her to nominate two teachers who would be willing to become involved in the project. This teacher was nominated and agreed to participate	Whole Focus box	Read and viewed material. Used some research techniques (unspecified) from "Developing Teaching". Used theme from "Four Classroom Studies" video 1 in own teaching. Time taken : working time unspecified	Appraisal form (Focus box)
Class Teacher, Lothian Region Primary School	Following this teacher's attendance at Focus presentation to Associates in Upper Primary Education Group (February 1985). The teacher expressed interest in, and was later given, material	"Developing Teaching" only	Read "Developing Teaching". Used case study material (mini-experiment, page 21) as basis for own research Time taken : 4 sessions with pupils (actual working time unspecified)	Telephone interview with pre-specified questions
b. Read and reviewed n = 2				
Teacher in Highland Region Two-teacher Primary School	Following an approach from the project to this teacher's Regional Adviser asking her to nominate two teachers who would be willing to become involved in the project. This teacher was nominated and agreed to participate	"Developing Teaching" only	Read "Developing Teaching" Time taken : 70 minutes	Appraisal form ("Developing Teaching")
Class Teacher, Lothian Region Primary School	Following this teacher's reading the handout from the Focus presentation to the Associates in Upper Primary Education Group (February 1985). This teacher contacted the project and was given material	"Developing Teaching" only	Read "Developing Teaching" Time taken : unspecified	Review written as a letter

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CONSENSUS ON THE FOCUS BOX
(ITS MESSAGE; WHAT THE APPROACH IMPLIES)

Which aspect	Sample comment
The box carries a worthwhile professional message	"[Through it] teachers can be helped to evaluate their own classroom behaviour and, as a consequence, can change and/or adapt aspects of their teaching styles where they judge appropriate" (Head Teacher, Tayside Region Primary School)
The Focus approach makes new demands on the individuals using it	"It breaks the traditional model whereby teachers feel that to improve a classroom situation they must receive the help of an "expert" on an in-service course based in a college. Placing the emphasis on the individuals themselves, in the context of the school, leads to greater self-motivation and self-esteem. The Head Teacher is also forced to play an active role in staff development" (Head Teacher, Strathclyde Region Primary School)
Teachers need help to use the Focus approach	
Support is needed	"It is important that the right sort of support is available to those who wish to examine their own practice. Self-evaluation etc is very threatening but other people can help it along" (Member of Education Department, Open University)
School management staff can help	"[In a school using the Focus materials] promoted staff can channel themselves to support teachers' development . . . " (Head Teacher, Lothian Region Primary School)
Time is needed	"Staff time is now so precious that I wonder if many schools would be able to organise this" (Teacher in Highland Region One-teacher Primary School)
Change is needed to establish the Focus approach as a form of staff development	
In the role of Head Teacher	"The role of Head Teacher is crucial in [staff and] curriculum development . . . Head Teachers must be helped to get to grips with the increasing number of skills required. Unless there is training for the trainers, development of this sort will not take off" (Head Teacher, Lothian Region Primary School)
In the system	
i Pay, conditions etc	"Government policy on [teachers'] pay and conditions is, at the time of writing, an immediate problem for all staff development" (Head Teacher, Strathclyde Region Primary School)
ii Pre-service, in teachers' education and training	"[Focus must overcome] the condition of "learned helplessness" or dependency formed within most teachers by their experience of education in general and teacher education in particular" (Member of Education Department, Open University)

THE LOOK OF THE BOX

Which aspect	Sample comment
The box is attractive, well-produced	"Looks neat and bright" (Assistant Head Teacher, Fife Region Primary School) "Attractively put together and well printed . . . May I say (re the videos) that the recording is well done with good camera work" (Member of Education Department, Open University) "In every way this packet is extremely well presented" (Teacher Trainer involved in School-based Teacher Education, Australia)
At first, the sheer bulk of the Focus box is intimidating	"I was overwhelmed at first by the quantity of reading, but I found the booklets easy to read/take in so this dispelled my first fears" (Teacher in Highland Region One-teacher Primary School) "The large box looked daunting! Once inside, the booklets with their distinctive covers of varied colours and design had a visual appeal . . . " (Head Teacher, Tayside Region Primary School) "When I first saw the box I thought 'Oh Lord'!" (Head Teacher, Lothian Region Primary School)

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CONSENSUS ON "DEVELOPING TEACHING"

Which aspect	Sample comment
This booklet carries a worthwhile professional message	" "Developing Teaching" . . . is making me more aware of what and how I am teaching, and I think this is vital for teachers in general" (Class Teacher, Tayside Region Primary School)
This booklet carries the Focus message sufficiently well to stand on its own	"There would be a great deal to be said for just having "Developing Teaching" [as a single item to carry the Focus message]" (Member of Education Department, Open University)
This booklet gives a clear, structured approach	"Having a programme such as this would be beneficial to newly-qualified . . and experienced teachers . . . because it is a structured method that can be used within limited time" (Class Teacher, Lothian Region Primary School)
This booklet benefits from the inclusion of case study material	"I liked the directness of the action plan (page 5) and example . . . I was fascinated with the examples on pages 17 onwards" (Pre-service Teacher Trainer, College of Higher Education, Lancashire)
This booklet can be used successfully by a teacher working on his/her own	"A particular worry I had in the class was the work rate of a remedial pupil, so the problem was how could I help him within a normal classroom situation . . . I decided to [use one of the research techniques supplied in "Developing Teaching"]. I tried to do this within the normal framework of a day" (Solitary user Class Teacher, Lothian Region Primary School)
The user of this booklet can be helped by other people	"I think there are enough ideas but when somebody starts the work they usually need/want somebody to share the 'excitement' " (Pre-service Teacher Trainer, College of Higher Education, Lancashire)
(Source of support)	"Groups of teachers involved in action research" (Paraphrase of Pre-service Teacher Trainer, College of Higher Education, Lancashire)
	"Co-researchers and a consultant" (In-/Pre-service Teacher Trainer, Austrian University)
(Type of support)	"Discussion with others to clarify the main ideas . . . " (Class Teacher, Tayside Region Primary School)

CONSENSUS ON "HELPING CHANGE", "FOUR CLASSROOM STUDIES", "ACTION ON ART" AND "ENCOURAGING THINKING" (AS INDIVIDUAL ITEMS)

Which material Which aspect	Sample comment
<u>"Helping Change"</u>	
This booklet is essential reading for people helping others to use the Focus approach	"The book is very helpful and encouraging. I particularly like the direct style. Page 5 - Using the Packet - takes some of the concern away from 'Getting started' " (Head Teacher, Tayside Region Primary School)
<u>"Four Classroom Studies"</u> (booklet and videos)	
Require skilled handling for fruitful use	"I suspect the idea of detailed analysis will be difficult for teachers coming new to this work . . . [some] may concentrate on less important aspects of the classroom scene" (Head Teacher, Tayside Region Primary School)
<u>"Action on Art"</u>	
This is an extension booklet which depends on users having learned the theory from elsewhere in the Focus box	"I was less convinced of the need for this booklet. It is really only a marginally illustrated version of the steps in "Developing Teaching" " (Member of Education Department, Open University)
<u>"Encouraging Thinking"</u>	
This is an extension booklet which depends on users having learned the theory from elsewhere in the Focus box	"The theory comes from "Helping Change", "Developing Teaching" and "Four Classroom Studies". One can work with staff on these. Further examples [as in "Encouraging Thinking"] are helpful but not necessary" (Head Teacher, Lothian Region Primary School)

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The Independent Users and Reviewers - summary of late returns as at 7 November 1985

Section 6 has described the set of people called "the independents". They used or reviewed the Focus materials during the project's formal trialling period and gave feedback on them. The summary below describes the work of the remaining "independents" who, as the project's final report was being drafted, were either just at the stage of getting started on their Focus work or who had just finished it and hurried to report in to us. The 14 reactions below are grouped into three categories:

"no use"	=	use of the materials had been arranged but did not eventuate
"getting ready to use"	=	the materials have been reviewed and appraised and their use is now being organised
"use"	=	there has been/is actual use of the materials.

It should be noted that this summary of late returns completes the entire set of reactions to the project, ie that no site or individual received Focus materials and did not, in their turn, give feedback to the project.

Use initiated by whom	Which materials	In which context	Main point made in reaction
No use			
Head Teacher, Primary School, a Scottish Region	"Developing Teaching" "Four Classroom Studies" and videos	Industrial action caused in-service work to be suspended	None
Getting ready to use			
Member of staff, a Scottish College of Education	Focus box (minus "Action on Art" and "Encouraging Thinking")	Management in the Primary School Course run by this College	"Focus" could be "invaluable" for staff development activities
Assistant Director of Education, a Scottish Region	Focus box (minus "Action on Art" and "Encouraging Thinking")	This Region's Primary Education Development Group	Materials could be "extremely useful" to this group
Adviser in Primary Education, a Scottish Region	Focus box	This Region's Staff Development Programme	None
Assistant Adviser in Primary Education, a Scottish Region	Focus box	Teachers visiting the Educational Resources Centre	None
Member of Department of Primary Education, a Scottish College of Education	Focus box (minus "Action on Art" and "Encouraging Thinking")	School-focussed In-service Course (professional studies module)	"Focus" seen as a "useful resource"
Member of staff of Educational Resources Centre, a Scottish Region	Focus box (minus "Action on Art" and "Encouraging Thinking")	Staff tutors leading in-service work	It would be useful to have groups of people from different educational backgrounds working together on "Focus"
Lecturer in Education, a Scottish College of Education	Focus box	School-based/college-based course in Early Education	Do colleges have a role to play in propagating use of "Focus"?
Use			
Adviser in Primary Education, a Scottish Region	Focus box (minus "Action on Art" and "Encouraging Thinking")	Unsupported use of Focus materials by one Head Teacher (limited by industrial action)	Review from the Head Teacher suggested that "Focus" could not be used unsupported in schools
Pre-service Teacher Trainer, an English College of Higher Education	Multiple copies of "Developing Teaching"	Use by final-year B.Ed. students on school placement and teachers with whom they are placed, as part of an IT/INSET programme	"Focus" has contributed to systematic organisation of work for this programme
Head Teacher, Primary School, a Scottish Region	Focus box (minus "Action on Art" and "Encouraging Thinking")	Use limited by industrial action. Small group of teachers worked on discussion of videos 1 and 2. Two teachers worked independently on materials at home	Videos useful stimulus for analysis of own teaching - perhaps include one of "excellent" teacher as model

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Use initiated by whom	Which materials	In which context	Main point made in reaction
Use (continued)			
Class teacher, Primary School, a Scottish Region	"Developing Teaching"	Use of the booklet to tackle problem of classroom organisation	Teacher was able to use the booklet fruitfully working on her own
Class teacher, Primary School, a Scottish Region	"Encouraging Thinking"	Use of the booklet to tackle reading comprehension of pupils	Teacher was able to use the booklet fruitfully working on her own
One Head Teacher for Group of Head Teachers in a Scottish Region	"Developing Teaching", "Four Classroom Studies" and videos	Training group (led by Project Director) on skills required to lead/facilitate Focus approach in schools	Feeling of insecurity for some Head Teachers in tackling the role but strong desire to do so and to be trained to do so

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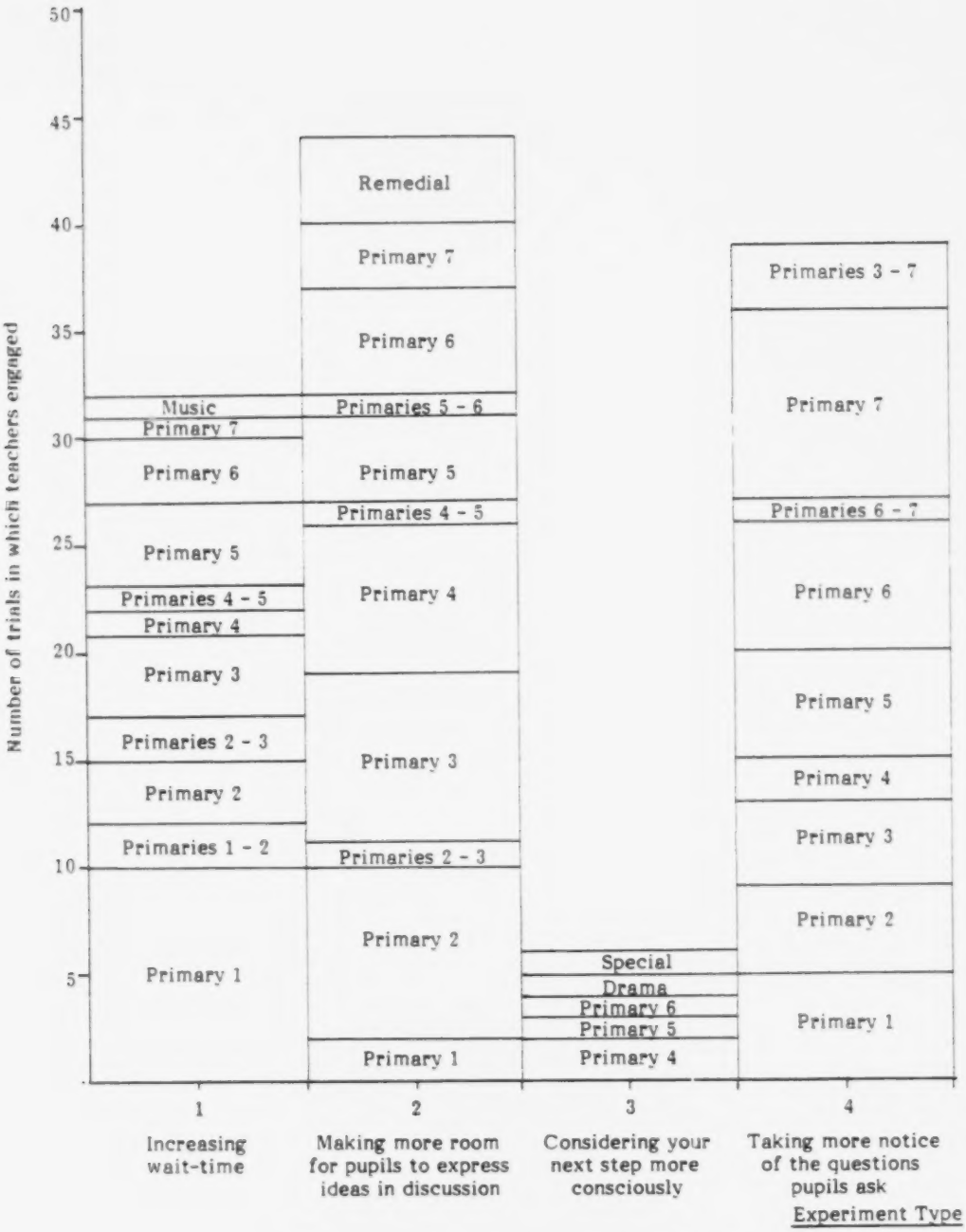
FIGURE 1



"FOCUS ON TEACHING" THINKING WEEK DATA

HISTOGRAM TO SHOW FREQUENCY AND DISTRIBUTION OF MINI-EXPERIMENTS UNDERTAKEN (stage of class or subject specialism of teacher is shown)

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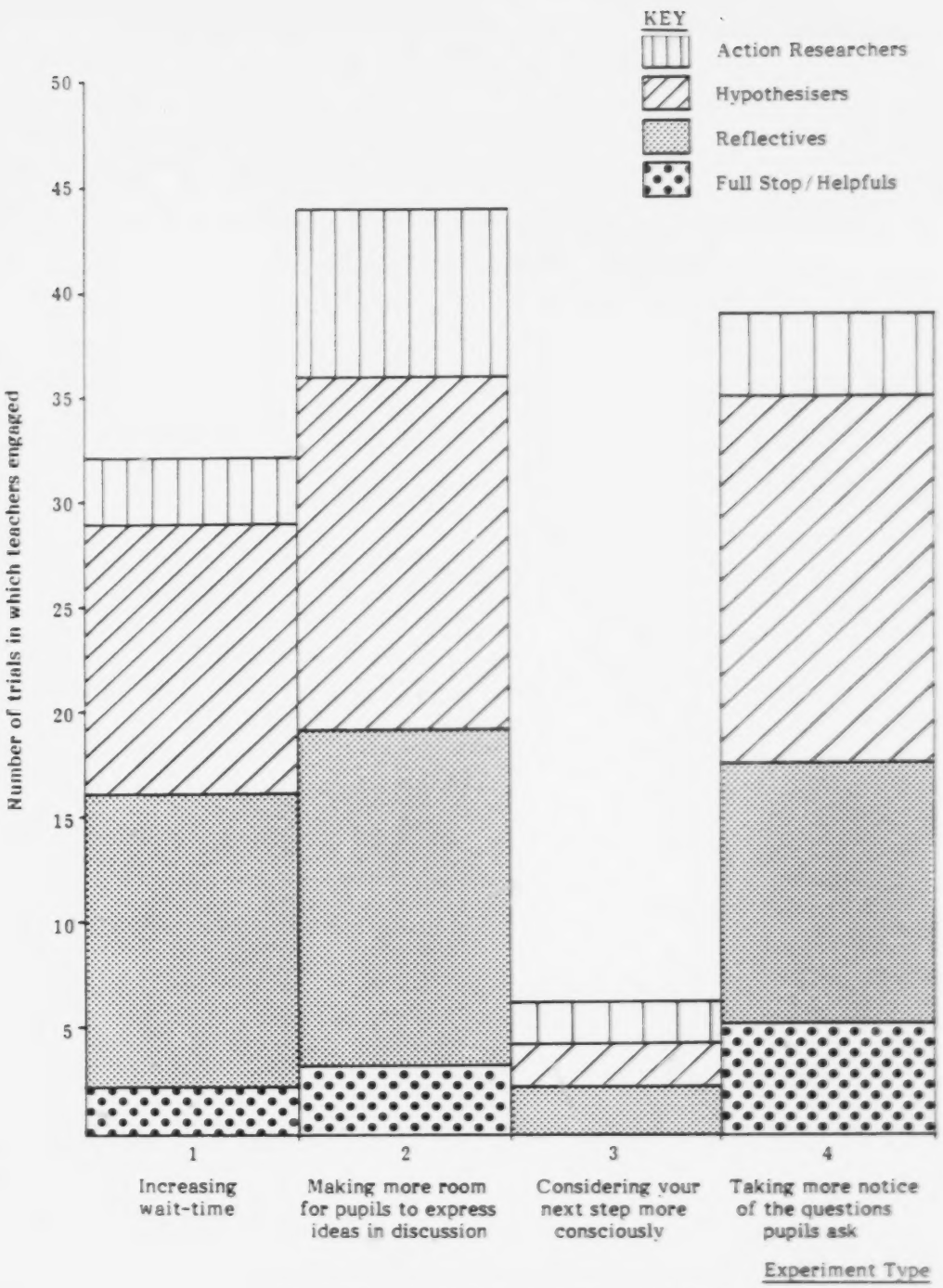
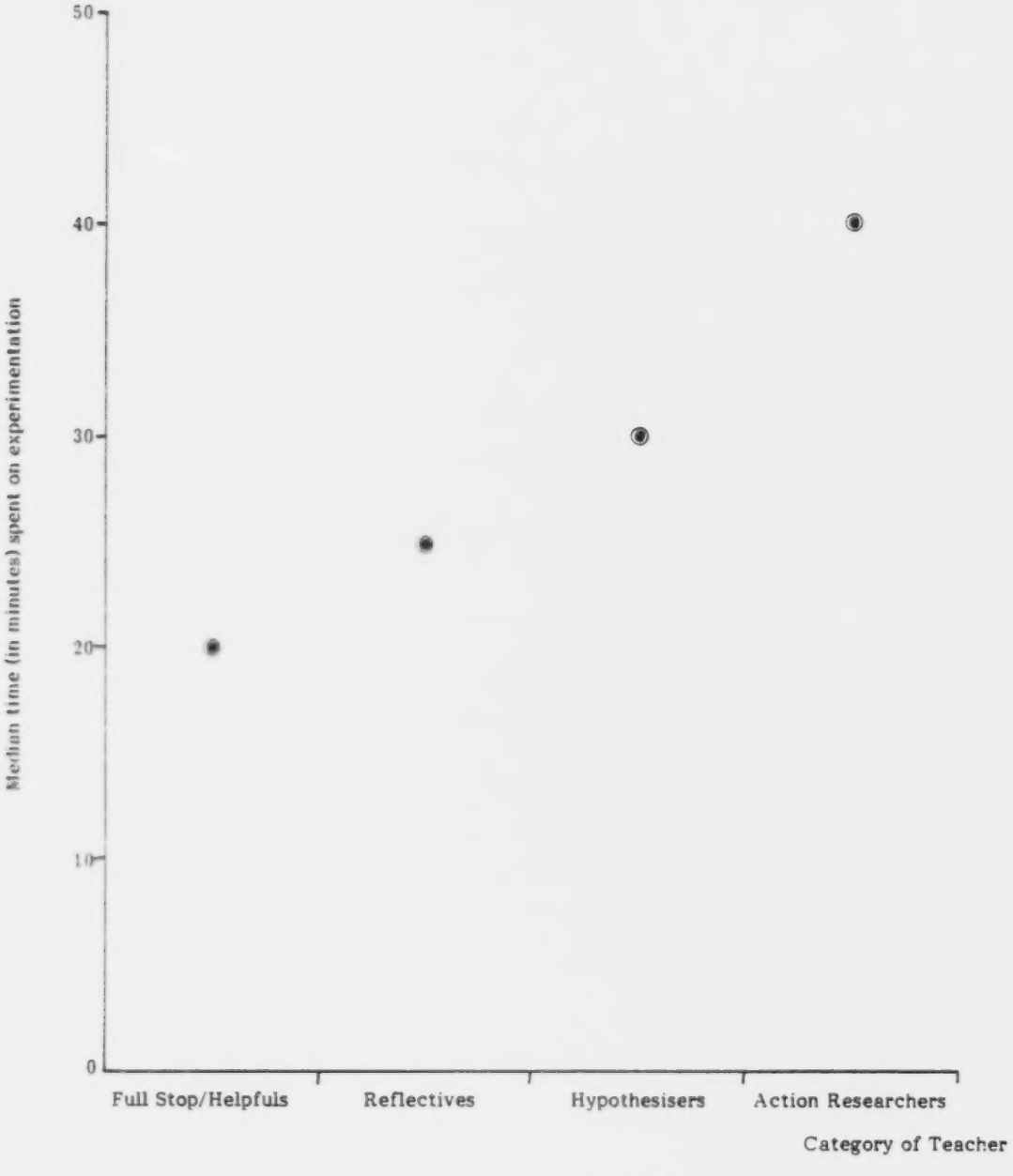
FIGURE 2



"FOCUS ON TEACHING" THINKING WEEK DATA

HISTOGRAM TO SHOW DISTRIBUTION AND FREQUENCY OF TRIALS OF MINI-EXPERIMENTS PER CATEGORY OF TEACHER

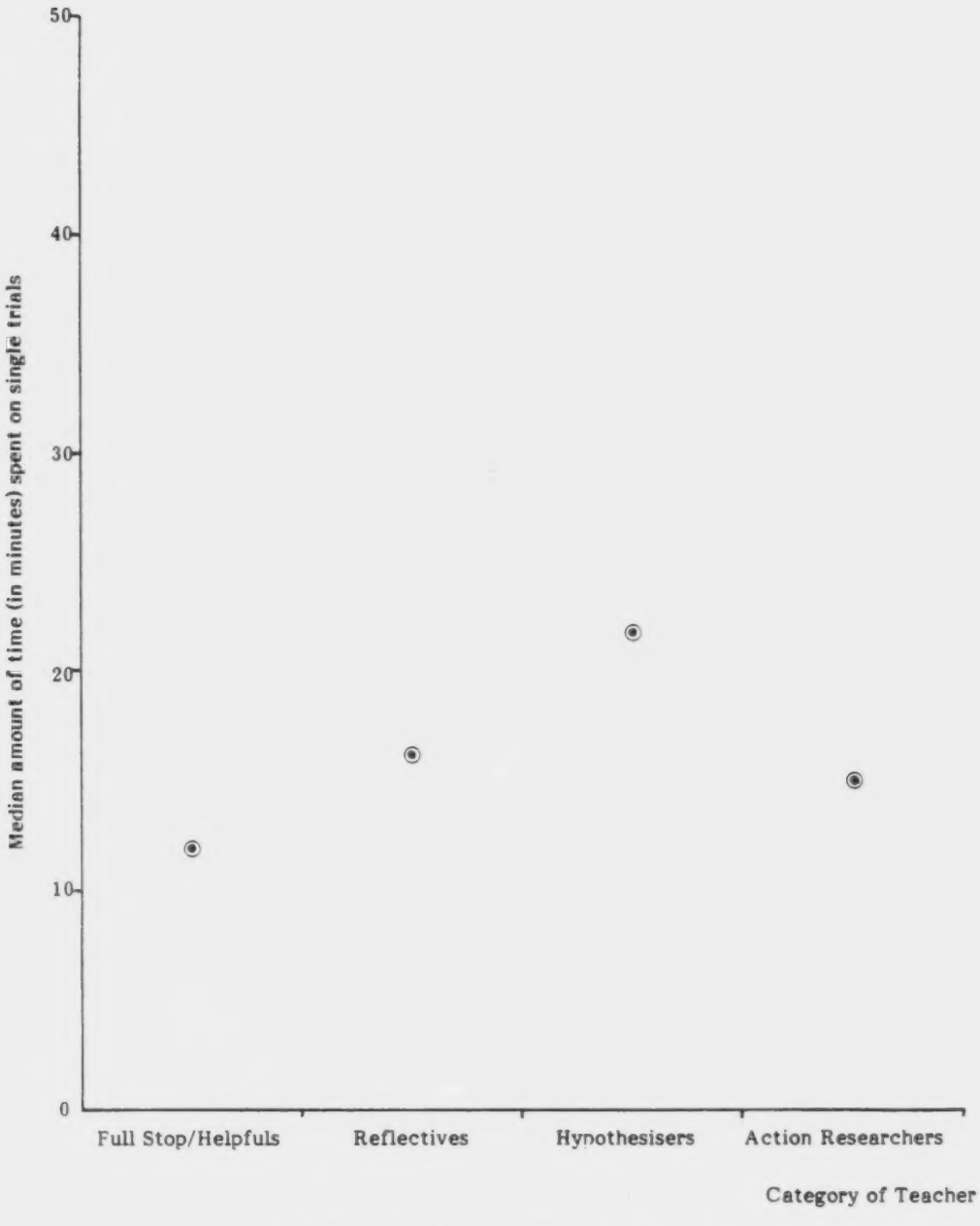
FIGURE 3



"FOCUS ON TEACHING" THINKING WEEK DATA

GRAPH TO SHOW MEDIAN AMOUNT OF TIME SPENT ON CLASSROOM EXPERIMENTATION BY TEACHERS IN EACH CATEGORY

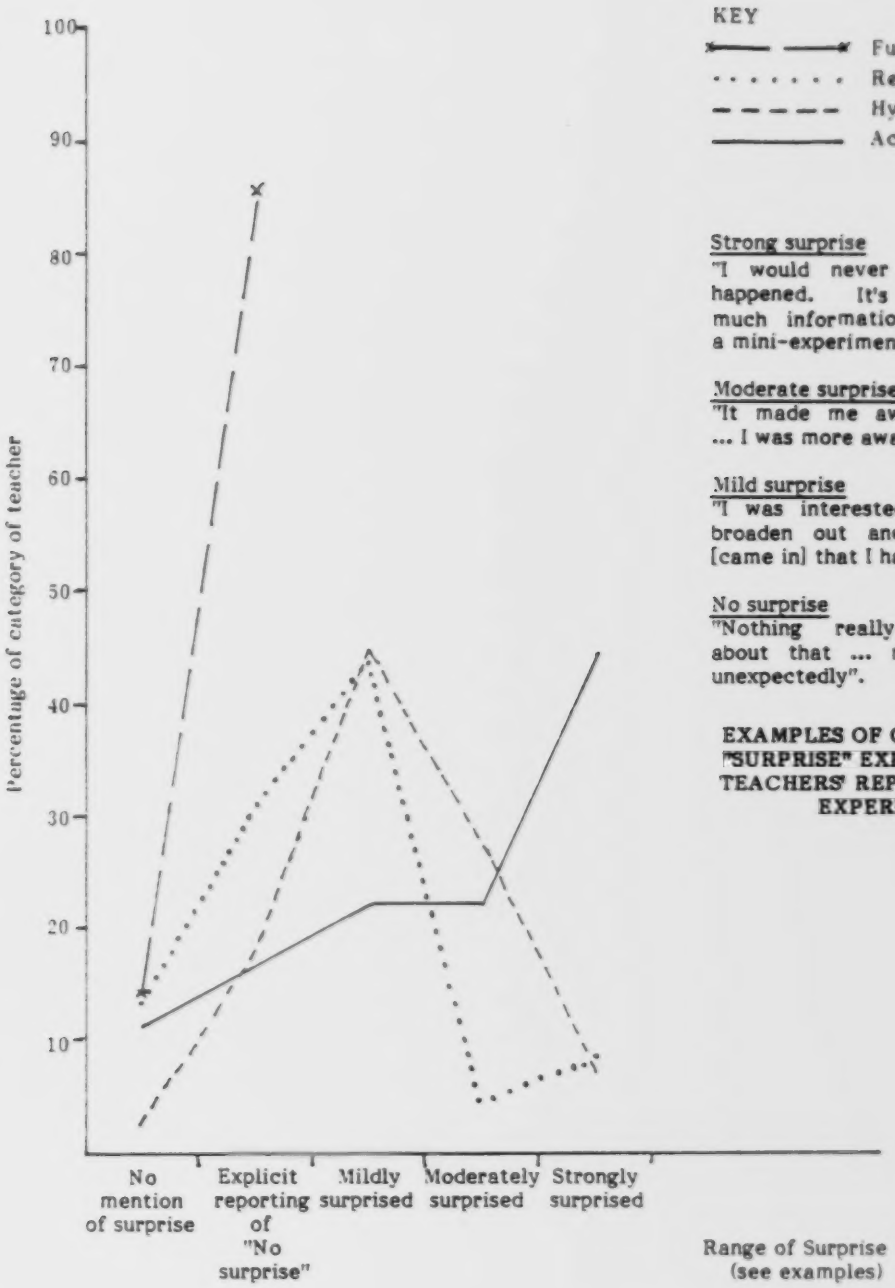
FIGURE 4



"FOCUS ON TEACHING" THINKING WEEK DATA

GRAPH TO SHOW MEDIAN AMOUNT OF TIME SPENT PER SINGLE EXPERIMENT
BY TEACHERS IN EACH CATEGORY

FIGURE 5



Strong surprise
"I would never have said that happened. It's amazing how much information you get from a mini-experiment".

Moderate surprise
"It made me aware of the fact ... I was more aware, you know".

Mild surprise
"I was interested in that it did broaden out and lots of things [came in] that I hadn't visualised".

No surprise
"Nothing really surprised me about that ... nothing happened unexpectedly".

EXAMPLES OF CATEGORIES OF "SURPRISE" EXPRESSED IN THE TEACHERS' REPORTS ON THEIR EXPERIMENTS

"FOCUS ON TEACHING" THINKING WEEK DATA

GRAPH TO SHOW RANGE OF SURPRISE EXPRESSED BY TEACHERS

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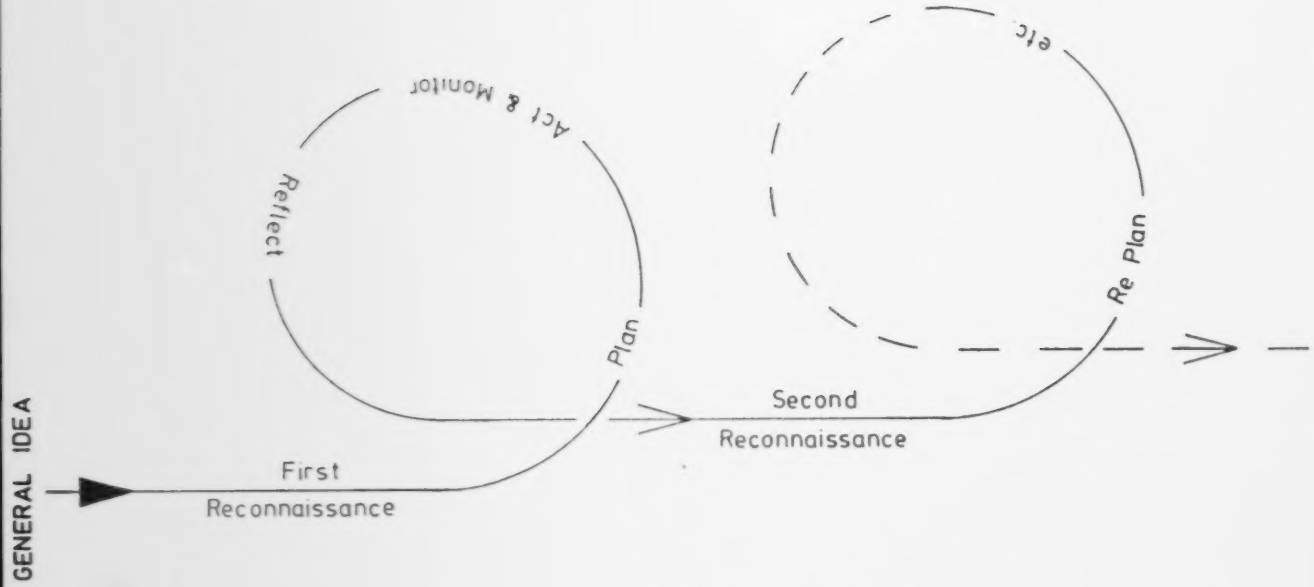

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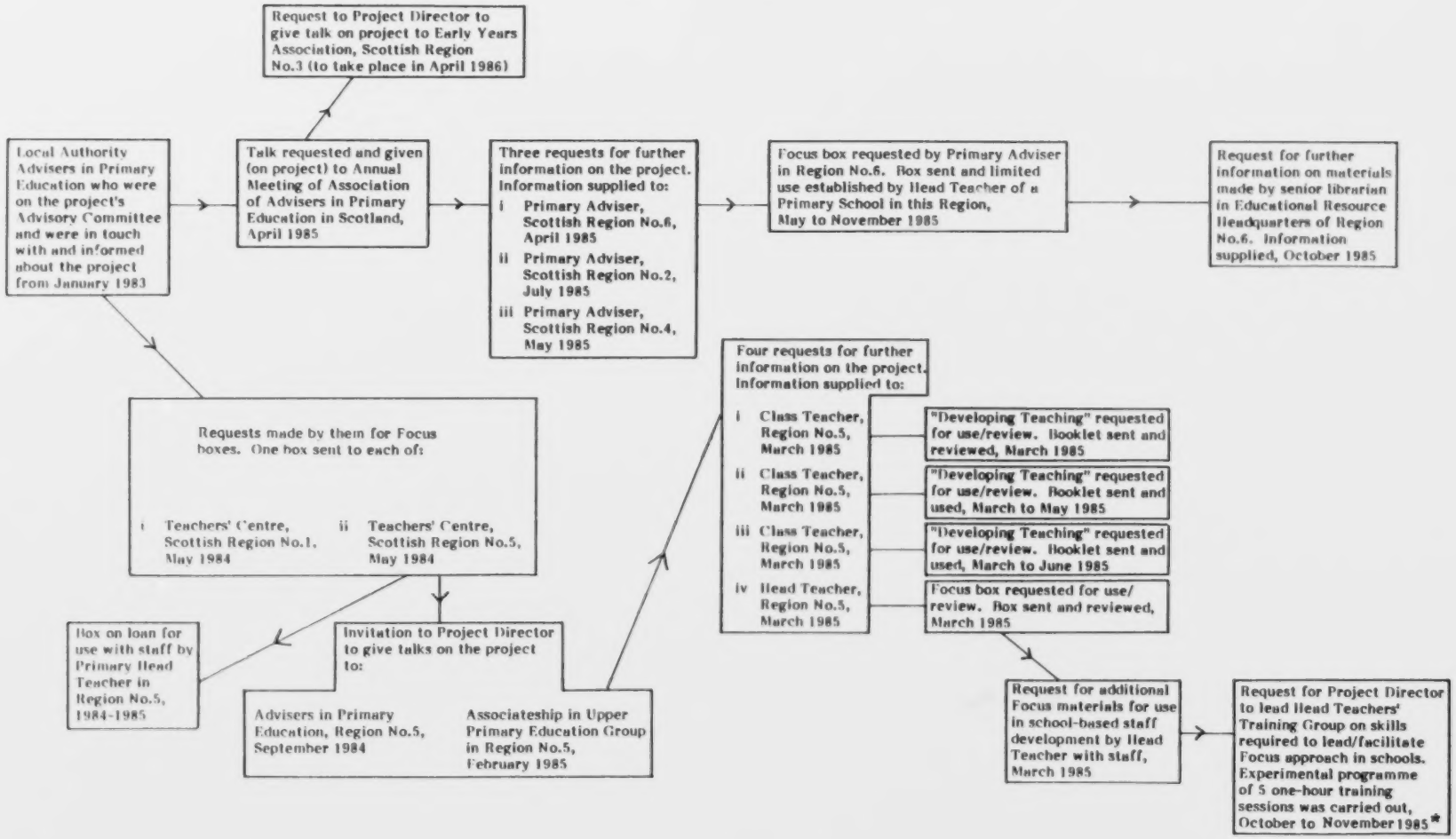
FIGURE 7

Diagram to show the chain of "subsequent fruits" which grew from the project's contacts with the Local Authority Advisers on its Advisory Committee and which resulted eventually in the project's final piece of development work – an experimental programme to train volunteer Head Teachers in the facilitation of Focus-style staff development


Request to Project Director to give talk on project to Early Years Association, Scottish Region No.3 (to take place in April 1986)
Local Authority Advisers in Primary Education who were on the project's Advisory Committee and were in touch with and informed about the project from January 1983
Talk requested and given (on project) to Annual Meeting of Association of Advisers in Primary Education in Scotland, April 1985
Three requests for further information on the project. Information supplied to:
i Primary Adviser, Scottish Region No.6, April 1985
ii Primary Adviser, Scottish Region No.2, July 1985
iii Primary Adviser, Scottish Region No.4, May 1985
Focus box requested by Primary Adviser in Region No.6. Box sent and limited use established by Head Teacher of a Primary School in this Region, May to November 1985
Request for further information on materials made by senior librarian in Educational Resource Headquarters of Region No.6. Information supplied, October 1985
Requests made by them for Focus boxes. One box sent to each of:
i Teachers' Centre, Scottish Region No.1, May 1984
ii Teachers' Centre, Scottish Region No.5, May 1984
Box on loan for use with staff by Primary Head Teacher in Region No.5, 1984-1985
Invitation to Project Director to give talks on the project to:
Advisers in Primary Education, Region No.5, September 1984
Associateship in Upper Primary Education Group in Region No.5, February 1985
Four requests for further information on the project. Information supplied to:
i Class Teacher, Region No.5, March 1985
"Developing Teaching" requested for use/review. Booklet sent and reviewed, March 1985
ii Class Teacher, Region No.5, March 1985
"Developing Teaching" requested for use/review. Booklet sent and used, March to May 1985
iii Class Teacher, Region No.5, March 1985
"Developing Teaching" requested for use/review. Booklet sent and used, March to June 1985
iv Head Teacher, Region No.5, March 1985
Focus box requested for use/review. Box sent and reviewed, March 1985
Request for additional Focus materials for use in school-based staff development by Head Teacher with staff, March 1985
Request for Project Director to lead Head Teachers' Training Group on skills required to lead/facilitate Focus approach in schools. Experimental programme of 5 one-hour training sessions was carried out, October to November 1985*

* *With follow-up arranged for 1986.*

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TABLE 1

TABLE TO SHOW SCHOOL VISITS MADE BY PROJECT STAFF IN THE PROJECTS "ACTIVE" PERIOD

School code	Preliminary site visit. Project funded from 1983	1983												1984												1985							End of formal trialling period. Beginning of write-up period - July'85 to publication of final report in Dec.'85	Totals
		The period of basic research in the six lending schools												The period of printing/ producing "the box"				Delivery of boxes to schools		Trialling period						Final questionnaire pre-visits			and		admin. visits			Total visits (Total visit days)
		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July		
					Thinking weeks																													
01	Dec.'82	2		2	1	3	5											2								1	2			2				21 (16)
02	Dec.'82	2	2	2		11	2				2	1						2									2			2				29 (22)
03	Dec.'82	2	1	2	6	1							1	1				2									2			2				21 (17)
04	Dec.'82	2	1	4	1	8						1				1		2			4	6					2			2				35 (22)
05	Jan.'83	1		4	5	1	8					6	1	1				2					2	6	4	6	5	7			2			62 (40)
06	Dec.'82	2	2	1	1	5	5					1						2					1				1	2		2				26 (20)
07																		2										2		2				6 (3)
08																		2										2			2			6 (3)
09																		2										2			2			6 (3)
10																		2										2		2				6 (3)
11																		2										2			1	1		6 (4)
12	.																	2			8	13	14	14	4	1		2		2	2			62 (35)
Totals	6	11	6	15	14	29	20				2	9	2	2	1			16	8		12	19	17	20	8	7	7	29		8	17	1		286 (188)

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TABLE 2

WHY INCLUDE ART IN THE PRIMARY CURRICULUM ?

The question we asked: Here are a number of reasons for having Art in the primary curriculum. For **each** reason, circle 1 if you think it is a **comparatively strong** reason for having Art in the primary curriculum, or circle 2 if you think it is a **comparatively weak** reason for having Art in the primary curriculum.

		% teachers	
		strong reason	weak reason
a)	To help the child to use leisure well	53	47
b)	To provide an outlet for the child's emotions	75	25
c)	To develop the child's general creativity	100	0
d)	To enhance work done by the child in the other curriculum areas .	76	24
e)	To improve the child's muscular co-ordination	57	43
f)	To compensate for the child's home background	30	70
g)	To give the child pleasure	95	5
h)	To develop the child's own artistic skills	97	3
i)	To encourage the child's interest in the quality of life	56	44
j)	To foster the child's general appreciation of art	67	33
k)	To stimulate the child's imagination	90	10
l)	To sharpen the child's awareness of his own environment	89	11
m)	To give success to the less academic child	70	30

TABLE 3

IN THE CURRICULUM, HOW DOES THE PLACE OF ART COMPARE TO THE PLACE OF MATHS ?

The question we asked: Please read the following list of statements. For **each** statement, circle 1 if you judge it to be **more applicable to Art** in the primary school, circle 2 if you judge it to be **more applicable to Maths** in the primary school, or circle 3 if you judge it to be **equally applicable** to both.

	% teachers		
	more applicable to Art	more applicable to Maths	equally applicable to both
a) Curriculum guidelines should be used for this	0	44	56
b) Activities in this area should be pre-planned ahead in detail	5	19	76
c) Children should be grouped for this work	0	62	38
d) Remedial help should be given for this	0	84	16
e) Written records of children's work and progress in this should be kept	2	79	19
f) There should be at least some of this work on most days the children are in school	2	25	73
g) A minimum time per week should be recommended for this	8	14	78
h) A maximum time per week should be recommended for this	5	26	69
i) Specialist teachers should be available for this	71	0	29
j) Activities in this area should usually be integrated with other curriculum areas	27	0	73
k) Children should be given tests in this, even if only informally	0	84	16
l) Class texts should be used for this	2	73	25
m) Homework should be given in this	0	60	40
n) There should be a clear school policy about this	0	25	75
o) This should be regarded as one of the "basics" ...	2	28	70

TABLE 4

WHICH FACTORS MAKE IT DIFFICULT TO TEACH ART ?

The question we asked: Here is a list of factors which can make it difficult to teach Art. For **each,** circle 1 if **you yourself** feel this as a **great** difficulty, circle 2 if you feel this as **something** of a difficulty, or circle 3 if you do not feel this as a difficulty at all.

	% teachers		
	I feel this as a great difficulty	I feel this as something of a difficulty	I do not feel this as a difficulty at all
a) It is difficult to find enough time to prepare the materials etc needed for Art...	3	69	28
b) Parents seem to place less value on Art than on some other areas of the curriculum	24	38	38
c) There is a lack of space for displaying children's art work	9	21	70
d) Not enough specialist help is available for this	27	46	27
e) Pre-service teacher-training courses do not include enough about teaching Art.....	36	40	24
f) It is difficult to get enough experience in art techniques to feel confident when demonstrating them to pupils	24	49	27
g) Knowledge of how children's artistic skills really develop is not widely available	21	63	16
h) Getting art work finished and cleared up can be a problem	8	54	38
i) Good materials for art work are not sufficiently available	14	40	46
j) Teaching Art is difficult if one is not a good artist oneself	19	27	54

TABLE 5

WHICH IDEAS ABOUT CHILD DEVELOPMENT IN THE FIELD OF ART ARE ESSENTIAL KNOWLEDGE FOR PRIMARY TEACHERS ?

The question we asked: The following observations have been made about child development in the field of Art. For **each** one, circle 1 if you think it is **essential knowledge** for a teacher, or circle 2 if you think it is less important.

		% teachers	
		essential knowledge for a teacher	less important
a)	Younger primary children do their art work in a spontaneous way but older primary children are more self-critical	83	17
b)	The youngest primary children use the colours they feel like using, and not necessarily the "correct" colours for things	73	27
c)	Children in the middle years of primary school see the "correct" colour for a thing and tend to use this colour each time they paint it	51	49
d)	The oldest primary children use colour more flexibly in their art work and are no longer inhibited by "correct" colours	60	40
e)	The youngest primary children think of themselves as central in space and so they often draw themselves large and in the centre of their pictures	73	27
f)	In the middle years of primary school children tend to draw objects on a base-line and the base-line is usually the ground	59	41
g)	The oldest primary children stop putting objects on a base-line and use space in a more natural way in their pictures	51	49
h)	Younger primary children do not deliberately put designs in their pictures	40	60
i)	Children in the middle years of primary school tend to use geometric shapes to draw the human figure	40	60
j)	The oldest primary children stop using geometric shapes to draw the human figure and so can draw more natural-looking people	48	52

TABLE 6

WHICH ARE THE IMPORTANT OBJECTIVES IN THE PLANNING OF CHILDREN'S ART WORK ?

The question we asked: Each of the following objectives is important when planning children's art work. Please read the whole list and then tick the **three** which are most important to you in planning art work for your present pupils.

	% teachers selecting objective as important
a) The child's learning of **colour**	76
b) The child's learning of **line**	40
c) The child's learning of **pattern**	19
d) The child's learning of **shape**	52
e) The child's learning of **tone**	8
f) The child's learning of **light**	2
g) The child's learning of **form**	19
h) The child's learning of **texture**	44
i) The child's learning of **design**	16
j) The child's learning of **perspective**	24

TABLE 7

WHICH ARE THE IMPORTANT ABILITIES DEVELOPED BY CHILDREN THROUGH THEIR ART WORK ?

The question we asked: Each of the following abilities can be developed by children through their art work. Please read the whole list then tick the **three** on which you place most emphasis in art work with your present pupils.

	% teachers emphasising development of ability
a) The children **observing**	86
b) The children **touching**	13
c) The children **responding**	49
d) The children **remembering**	0
e) The children **judging**	16
f) The children **appreciating**	35
g) The children **communicating**	44
h) The children **giving attention**	13
i) The children **interpreting**	25
j) The children **describing**	19

TABLE 8

WHICH IS A VALID RATIONALE FOR ART EDUCATION IN THE PRIMARY SCHOOL ?

The question we asked: The following statements give the views of a leading writer on Art education (Eisner 1974). Please read the whole list and then put a 1 beside the statement which **you yourself** think is the **most valid** for primary children. Put a 2 beside the statement which you think is the **next most valid** and a 3 beside the statement which you think is **least valid.**

	% teachers		
	most valid	next most valid	least valid
a) It is important that children are taught to observe their environment in the way that an artist would	11	25	64
b) It is important that children are taught to communicate through art	70	24	6
c) It is important that children are taught to appreciate that art is part of every culture	19	51	30

TABLE 9

WHICH ARE THE USEFUL GUIDELINES FOR EVALUATING AN ART CURRICULUM ?

The question we asked: Each of the following guidelines is useful for evaluating the Art curriculum in the primary school. Please read the whole list and then tick the **three** to which you give priority when you evaluate the Art curriculum of your present pupils.

	% teachers selecting guideline as one given priority
a) The children being given time for frequent art work	33
b) The children learning to use a variety of media	67
c) The children's artistic skills being systematically developed .	30
d) The children having stimulus from first-hand experience	44
e) The children having opportunities to plan their own work	5
f) The children having opportunities to work in groups	2
g) The children's artistic awareness being progressively developed	35
h) The children doing art work as an activity in its own right ...	30
i) The children having opportunities to develop one theme over several sessions of art work	10
j) The children having a classroom environment which is artistically stimulating	41

TABLE 10

WHAT IS A VALUABLE SKILL TO USE WHEN ASSESSING A CHILD'S ART WORK ?

The question we asked: The following assessment skills are described in the literature on teaching Art. Please read the whole list and then tick the **one** which you judge to be most valuable.

	% teachers judging skill as most valuable
a) Making only positive comments about the child's art work	26
b) Giving the child a critical evaluation of his art work	19
c) Assessing the child's art work in comparison with his own previous art work	27
d) Commenting on the way the child tackles his art work rather than his end product	23
e) Encouraging children to comment on each other's art work	5

TABLE 11

WHICH ARE THE ART TECHNIQUES FREQUENTLY USED BY PUPILS ?

The question we asked: Please read the following list of art techniques and tick **each** which has been used by any of your present pupils during school time since August.

		% teachers whose pupils had used technique
a)	drawing	100
b)	painting	97
c)	collage	98
d)	rubbing	83
e)	printing	81
f)	carving	12
g)	mosaic	31
h)	batik	10
i)	puppetry	34
j)	appliqué	14
k)	embroidery	20
l)	tie and dye	10
m)	screen printing	3
n)	clay modelling	47
o)	working with junk	88

Other /

TABLE 11 (continued)

Other techniques added by teachers :

		% teachers whose pupils had used technique
a)	papier maché	12
b)	plasticine modelling	3
c)	wax resist	3
d)	paper modelling	3
e)	weaving, sewing	3
f)	chalk/wax litho	2
g)	paper counterchange	2
h)	spinning	2
i)	dyeing	2
j)	nails/thread	2
k)	canework	2
l)	beadwork	2
m)	costume figures	2
n)	decorating eggs	2
o)	mask making	2
p)	winding wool round card	2

TABLE 12

WHICH ARE THE ART MATERIALS FREQUENTLY USED BY PUPILS ?

The question we asked: Please read the following list of materials and tick **each** which has been used by any of your present pupils during school time since August.

		% teachers whose pupils had used materials
a)	paper	100
b)	wood	29
c)	wire	24
d)	string	76
e)	junk	93
f)	paint	97
g)	charcoal	53
h)	crayon	100
i)	chalk	95
j)	pencil	98
k)	felt pen	97
l)	fabric	78
m)	clay	42
n)	plasticine	69

Other /

TABLE 12 (continued)

Other materials added by teachers :

		% teachers whose pupils had used materials
a)	dried foodstuffs	7
b)	wool	5
c)	card	5
d)	beads	5
e)	inks	5
f)	dough	2
g)	dye	2
h)	polystyrene	2
i)	natural materials	2
j)	bubble in paint	2
k)	tissue	2
l)	glue	2
m)	potatoes	2
n)	foil	2
o)	straws	2
p)	pipecleaners	2
q)	sawdust	2
r)	biros	2
s)	cane	2
t)	wax	2

TABLE 13

FOCUS ON TEACHING "THINKING WEEK" DATA (to nearest minute)

Categories of teacher response*	Number of teachers	Total number of trials	Average time spent by individual teachers on their trial(s), ie time spent per teacher		Average time spent by individual teachers per single trial		Numbers of teachers expressing surprise			Number of teachers not mentioning surprise	Number of teachers explicitly reporting "no surprise"	Time spent by teachers reporting their trials	
			Mean (x) Range (r)	Median	Mean (x) Range (r)	Median	Mild	Moderate	Strong			Mean(x)	Range(r)
Full Stop/ Helpfuls	7	9	x = 34** r = 108 max = 120 min = 12	20	x = 26** r = 115 max = 120 min = 5	12	0	0	0	1	6	x = 17 r = 23 max = 30 min = 7	
Reflectives	23	38	x = 32 r = 155 max = 165 min = 10	25	x = 19 r = 73 max = 75 min = 2	16	10	1	2	3	7	x = 18 r = 26 max = 31 min = 5	
Hypothesisers	40	54	x = 39 r = 110 max = 120 min = 10	30	x = 29 r = 115 max = 120 min = 5	21	18	11	3	1	7	x = 20 r = 23 max = 33 min = 10	
Action Researchers	9	20	x = 74 r = 276 max = 290 min = 14	40	x = 33 r = 280 max = 290 min = 10	15	2	2	4	1	0	x = 25 r = 14 max = 24 min = 10	
OVERALL	n = 79	n = 121	x = 41 r = 280 max = 290 min = 10		x = 26 r = 288 max = 290 min = 2							x = 20 r = 28 max = 33 min = 5	
			Total time spent by teachers on doing their trials = 3,200 minutes									Total time spent by teachers reporting their trials = 1,558 minutes	

* See definitions on page 3

** This mean time distorted by one extreme value (one teacher spent 2 hours on her one trial)

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TABLE 14

USE OF FOCUS BY HEADS/PROMOTED STAFF IN NOMINATED TRIALLING SCHOOLS

Situation as at April 1985

School code	Use of Focus by Head/promoted staff with own teachers	Industrial action mentioned - if and when	Other special circumstances mentioned	
01	Non-use	Some way on in the discussion	Involvement in new degree. Illness of HT at start of trialling period.	
02	Non-use (Use anticipated next session)	Straight off	Change of HT and AHT early on in trialling period	
03	Some use (materials shared with another school for joint staff development meetings)	Some way on in the discussion	Change of HT at start of trialling period	
04	Some use (introduced to teachers at start of session; to be taken up later)	Some way on in the discussion	None	
05	Some use (materials on open display/discussed with and borrowed by staff). Project team supported use by two individual teachers whose work is described in Section 5.	Straight off	Change of AHT (P6/7) during research/development period. HT and school involved in a variety of developments.	From this school came two of the teachers whose work is described in Section 5
06	Some use by previous acting Head, but none by new Head	Straight off	Involvement in new degree. Change of HT and AHT at start of trialling period	
07	Non-use	Straight off	Involvement in new degree	
08	Some use (AHT and two teachers)	Not mentioned at all	None	In this school, staff member used Focus materials as basis for in-service course assignment
09	Non-use (Thinking "ticking over")	Some way on in the discussion	Involvement in new degree and other development work	
10	Non-use	Straight off	Involvement in new degree and other development work	
11	Non-use (Use planned next term)	Straight off	School has moved site in past year	
12	Use planned (with whole staff next session). Project team supported use by two individual teachers whose work is described in Section 5.	Some way on in the discussion	School involvement with a variety of developments	From this school came two of the teachers whose work is described in Section 5

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TABLE 15

TABLE TO SHOW QUESTIONNAIRES COMPLETED BY TEACHERS AT THE END OF EACH SESSION OF FOCUS-RELATED WORK WITH PROJECT FACILITATORS

Teacher	A		B		C		D	
Number of questionnaires completed by each teacher	10		9		4		4	
Q1 What was the most important thing which you were trying to achieve in your Focus work in this period?								
Self-related	1	10%						
Pupil-related	3	30%	2	25%				
Curriculum-related	5	50%	6	75%				
Using Focus methods	1	10%			4	100%	4	100%
Nothing								
Other								
Nil response			1					
Total	10	100%	9	100%	4	100%	4	100%
Q2 What was the most important thing which you did achieve in your Focus work in this period?								
Self-related	2	20%	2	25%				
Pupil-related	6	60%	5	62½%				
Curriculum-related	2	20%					1	25%
Using Focus methods			1	12½%	4	100%	3	75%
Nothing								
Other								
Nil response			1					
Total	10	100%	9	100%	4	100%	4	100%
Q3 What was the most surprising aspect of your Focus work in this period?								
Self-related	1	11%					2	50%
Pupil-related	7	78%	6	86%				
Curriculum-related	1	11%						
The effect of using Focus methods					3	75%	1	25%
Nothing								
Other			1	14%	1	25%	1	25%
Nil response	1		2					
Total	10	100%	9	100%	4	100%	4	100%
Q4 What was the most difficult aspect of your Focus work in this period?								
Self-related	3	30%	5	62½%			2	50%
Pupil-related	2	20%	1	12½%				
Curriculum-related								
Using Focus methods			2	25%	2	50%	1	25%
Nothing					2	50%	1	25%
Other (Lack of time and resources)	5	50%						
Nil response			1					
Total	10	100%	9	100%	4	100%	4	100%

Q5 /

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TABLE 15 (continued)

Teacher	A		B		C		D	
Number of questionnaires completed by each teacher	10		9		4		4	
Q5 What was the most helpful thing which your facilitator did for your Focus work in this period?								
Discussion with teacher	9	90%	7	87½%	4	100%	2	50%
Observation of teacher and pupils								
Teaching class	1	10%						
Resource provision to teacher			1	12½%				
Nothing								
Other (Creating helpful context)							2	50%
Nil response			1					
Total	10	100%	9	100%	4	100%	4	100%
Discussion with teacher sub-categorised as :-								
Clarified ideas/issues	3	33%	4	58%	4	100%	1	50%
Gave practical support	6	67%	1	14%			1	50%
Gave emotional support			1	14%				
Re-channelled dead ends			1	14%				
Total	9	100%	7	100%	4	100%	2	100%
Q6 What was the other (ie unconnected with your facilitator) most important factor which was helpful to your Focus work in this period?								
Self-related			1	17%				
Pupil-related	1	12½%						
Curriculum-related			2	33%			1	25%
Using Focus methods	3	37½%	1	17%	4	100%		
Nothing								
Other:								
(a) Having a helpful context	2	25%					3	75%
(b) Having extra resources (material, time)	2	25%	2	33%				
Nil response	2		3					
Total	10	100%	9	100%	4	100%	4	100%
Q7 If there had been more time to spend on your Focus work in this period what would you have spent it on?								
In-class activity:								
(a) Self-related	1	10%	2	25%				
(b) Pupil-related	2	20%	1	12½%				
(c) Curriculum-related	6	60%	1	12½%			1	25%
(d) Using Focus methods	1	10%	1	12½%			1	25%
(e) Other								
Sub-total	10	100%	5	62½%	-	-	2	50%
Out-of-class activity: /								

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TABLE 15 (continued)

Teacher	A		B		C		D	
Number of questionnaires completed by each teacher	10		9		4		4	
Q7 (continued)								
Out-of-class activity:								
(a) Self-related			2	25%				
(b) Pupil-related								
(c) Curriculum-related								
(d) Using Focus methods			1	12½%				
(e) Other							1	25%
Sub-total	-	-	3	37½%	-	-	1	25%
Nothing ("Time was adequate")					4	100%	1*	25%
Nil response			1					
Grand Total	10	100%	9	100%	4	100%	4	100%
Q8 If there had been less time to spend on your Focus work in this period which of the Focus work would you have cut down on?								
In-class activity:								
(a) Self-related	1	11%	1	14%				
(b) Pupil-related			1	14%				
(c) Curriculum-related	2	22%	3	43%			1	25%
(d) Using Focus methods	5	56%	2	29%			1	25%
(e) Other								
Sub-total	8	89%	7	100%	-	-	2	50%
Out-of-class activity:								
(a) Self-related								
(b) Pupil-related								
(c) Curriculum-related								
(d) Using Focus methods								
(e) Other								
Sub-total	-	-	-	-	-	-	-	-
Nothing ("Couldn't have done with less")	1	11%			3	75%	2**	50%
Don't know					1	25%		
Nil response	1		2					
Grand Total	10	100%	9	100%	4	100%	4	100%

* Stated verbally to facilitator 8 February 1985

** One of these responses was stated verbally to facilitator 8 February 1985

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TABLE 16

TABLE TO SHOW REPORTS COMPLETED BY PROJECT FACILITATORS AT THE END OF EACH SESSION OF FOCUS-RELATED WORK WITH TEACHER PARTNERS

	A		B		C		D	
Number of questionnaires completed by facilitator	10		9		4		4	
Q1 What was the most important thing which you were trying to achieve in your Focus work in this period?								
Self-related:								
(a) Role as facilitator	10	100%	9	100%	3	75%	4	100%
(b) Role as project researcher					1	25%		
Teacher-related								
Pupil-related								
Curriculum-related								
Helping the teacher use Focus methods								
Nothing								
Other								
Nil response								
Total	10	100%	9	100%	4	100%	4	100%
Q2 What was the most important thing which you did achieve in your Focus work in this period?								
Self-related:								
(a) Role as facilitator	10	100%	8	89%	4	100%	4	100%
(b) Role as project researcher			1	11%				
Teacher-related								
Pupil-related								
Curriculum-related								
Helping the teacher use Focus methods								
Nothing								
Other								
Nil response								
Total	10	100%	9	100%	4	100%	4	100%
Q3 What was the most surprising aspect of your Focus work in this period?								
Self-related:								
(a) Role as facilitator							1	25%
(b) Role as project researcher								
Teacher-related	5	50%	7	78%	3	75%	3	75%
Pupil-related								
Curriculum-related			1	11%				
The effect of the teacher's use of Focus methods	5	50%			1	25%		
Nothing			1	11%				
Other								
Nil response								
Total	10	100%	9	100%	4	100%	4	100%

Q4 /

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TABLE 16 (continued)

	A		B		C		D	
Number of questionnaires completed by facilitator	10		9		4		4	
Q4 What was the most difficult aspect of your Focus work in this period?								
Self-related:								
(a) Role as facilitator	6	60%	8	89%	1	25%	1	25%
(b) Role as project researcher	3	30%	1	11%	2	50%	1	25%
Teacher-related	1	10%						
Pupil-related								
Curriculum-related								
The teacher's use of Focus methods								
Nothing							2	50%
Other					1	25%		
Nil response								
Total	10	100%	9	100%	4	100%	4	100%
Q5 In your view, what was the most helpful thing which you did for the teacher's Focus work in this period?								
Discussion with teacher	9	90%	6	67%	1	25%	2	50%
Observation of teacher and pupils								
Teaching class	1	10%						
Resource provision to teacher			3	33%				
Nothing								
Other (Creating a helpful context)					3	75%	2	50%
Nil response								
Total	10	100%	9	100%	4	100%	4	100%
Discussion with teacher, sub-categorised as:								
Clarified ideas/issues	3	33%	2	33%	1	100%	2	100%
Gave practical support	1	11%	4	67%				
Gave emotional support	5	56%						
Re-channelled dead ends								
Total	9	100%	6	100%	1	100%	2	100%
Q6 Was there another factor in this period which was not contributed by you but which you think was very helpful to the teacher's Focus work?								
Teacher-related	2	20%	1	12½%				
Pupil-related	1	10%	1	12½%				
Curriculum-related								
Teacher's use of Focus methods	5	50%						
Nothing			2	25%				
Other (Having a helpful context)	2	20%	4	50%	4	100%	4	100%
Nil response			1					
Total	10	100%	9	100%	4	100%	4	100%

Q7 /

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TABLE 16 (continued)

	A		B		C		D	
Number of questionnaires completed by facilitator	10		9		4		4	
Q7 If there had been more time to spend on your Focus work in this period what would you have spent it on?								
Self-related:								
(a) Role as facilitator	10	100%	2	22%			1	25%
(b) Role as project researcher			1	11%				
Teacher-related			1	11%				
Pupil-related								
Curriculum-related			1	11%				
Helping the teacher use Focus methods			3	34%	4	100%		
Nothing ("Time was adequate")							3	75%
Other			1	11%				
Nil response								
Total	10	100%	9	100%	4	100%	4	100%
Self-related (role as facilitator), sub-categorised as :								
Discussion with teacher	8	80%	2	100%			1	100%
Observation of teacher and pupils								
Teaching class	1	10%						
Resource provision to teacher								
Nothing								
Other	1	10%						
Nil response								
Total	10	100%	2	100%	-	-	1	100%
Discussion with teacher, sub-categorised as:								
Clarified ideas/issues	2	25%	2	100%			1	100%
Gave practical support	6	75%						
Gave emotional support								
Re-channelled dead ends								
Total	8	100%	2	100%	-	-	1	100%
Q8 If there had been less time to spend on Focus work in this period which of the Focus work would you have cut down on?								
Self-related:								
(a) Role as facilitator			5	56%	1	25%	1	25%
(b) Role as project researcher			1	11%	1	25%	1	25%
Teacher-related							1	25%
Pupil-related								
Curriculum-related								
Helping the teacher use Focus methods			1	11%	1	25%		
Nothing ("Couldn't have done with less")								
Other			2	22%	1	25%	1	25%
Not applicable	1							
Nil response	9							
Total	10	100%	9	100%	4	100%	4	100%

Self-related /

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TABLE 16 (continued)

	A		B		C		D	
Number of questionnaires completed by facilitator	10		9		4		4	
	Self-related (role as facilitator), sub-categorised as:							
Discussion with teacher			5	100%	1	100%	1	100%
Observation of teacher and pupils								
Teaching class								
Resource provision to teacher								
Nothing								
Other								
Nil response								
Total	-	-	5	100%	1	100%	1	100%
	Discussion with teacher, sub-categorised as:							
Clarified ideas/issues			5	100%			1	100%
Gave practical support					1	100%		
Gave emotional support								
Re-channelled dead ends								
Total	-	-	5	100%	1	100%	1	100%

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TABLE 17

FOCUS ON TEACHING TRIALLING PHASE

Interim Advice from Teachers

A. ADVICE ON USING PARTICULAR FOCUS BOOKLET

Teacher	A	B	C	D
Booklet	"Action on Art"	"Encouraging Thinking"	"Developing Teaching"	"Developing Teaching"
Comments on booklet	Attractive Confusing - at times Interesting Difficult - to implement Relevant Helpful Practical	Attractive Confusing - until put into practice Interesting Easy - but only after digesting a few times and putting into practice Relevant Unhelpful Neither Practical nor Impractical (Teacher preferred keeping her own notes as space allocation was inappropriate to her needs)	Attractive Clear - but it could have been shorter and more condensed Interesting Easy Relevant Helpful Practical - more suggestions about experiments could be made	Attractive Clear Interesting Easy Relevant Helpful Practical
Initial reading time	More than 1 hour	More than 1 hour	40 minutes	40 minutes
Minimum period of use	1 year	1 year	1 month (per experiment)	1 term
Weekly top-up reading time	20 minutes	10 minutes	10 minutes	20 minutes
Recommended additional time to be spent weekly on Focus research and development	More than 1 hour	More than 1 hour	20 minutes	1 hour
Could this booklet be used with no facilitator?	No. Facilitator was necessary to clarify the ideas in the book	No. Facilitator clarified, encouraged and made teacher aware of what she was really trying to achieve	Possible but difficult. One experiment with facilitator good introduction to method of action research	It would be very difficult
Most useful element which teacher drew from booklet	The actual lesson ideas. Development of these (suggested by facilitator) changed the teacher's approach to Art teaching	Teacher did not use all of the booklet, but Parts 1 and 2, and part of Part 3 provided good guidelines	Helped teacher decide on suitable topic for investigation	Spiral (p.2) Detailed the pattern which teacher was to follow in achieving her aim

B. ADVICE ON BEING A GOOD FACILITATOR

Important things for facilitator to offer teacher (ranked by teacher)

					Overall ranks
Should have ideas about teaching	4	6	6	6	6
Should take a personal interest in the teacher's work	3	4	4	4	4
Should know how to research teaching	6	1	1	1	1
Should have experience of teaching	1	2	5	2	2
Should have knowledge of subject matter in the curriculum	5	5	3	5	5
Should have practical advice to offer about Focus work	2	3	2	3	3

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TABLE 17 (continued)

Teacher	A	B	C	D	
Booklet	"Action on Art"	"Encouraging Thinking"	"Developing Teaching"	"Developing Teaching"	
Most helpful methods for facilitator to use (ranked by teacher)					
Help the teacher to use the Focus booklet	3	1	3	1	Overall ranks 2
Observe the teacher teaching	5	5	4	4	4
Teach the teacher's pupils	4	4	5	5	4
Discuss the teacher's Focus work with her	1	2	1	2	1
Give help with techniques for researching teaching	2	3	2	3	3
How frequently should teacher and facilitator be in contact about Focus work?	Weekly	Weekly	Weekly	Weekly	
How long should each contact last?	Half-day	1 hour (Perhaps half day if facilitator joined in work in class)	1 hour	1 hour	
Who would make the best facilitator for a primary class teacher? (possible facilitators ranked by teachers)					
A close friend on the school staff	3	Unranked	4	4	Overall ranks 4
A member of school staff who is not a close friend	4	Unranked	3	3	3
A member of the school's promoted staff	2	Unranked	2	2	2
A complete outsider (adviser, college tutor, teacher in another school etc)	1	1	1	1	1
C. GENERAL ADVICE ON "FOCUS"					
What is the most important improvement to be made to the booklet used by this teacher?	"Action on Art", ideas could be expanded on. Teacher found it vague in parts.	"Encouraging Thinking" should give lots of ideas and examples of what teachers are trying to achieve (in Focus)	"Developing Teaching" should give more practical ideas about experiments to try	No comment made	

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TABLE 17 (continued)

Teacher	A	B	C	D	
Booklet	"Action on Art"	"Encouraging Thinking"	"Developing Teaching"	"Developing Teaching"	
What is needed to get the Focus approach underway? (elements ranked by teacher)					
					Overall ranks
There should be practical help for the teacher who adopts the Focus approach	1	3	2	2	1
The ethos and spirit of the school should support the Focus approach	3	4	4	4	4
The teacher should adopt the Focus approach voluntarily	5	5	3	1	3
Time should be made available for the teacher to use the Focus approach	2	2	1	3	1
The Focus approach should be included in Regional policy	4	1	5	5	4
What is the strength of the Focus approach? (Teachers' comments)					
	"It encourages a teacher to think constructively about her teaching and analyse what she does. It stops us from falling into the trap of teaching in an automatic way"	"It made me aware of my own teaching and how I could change it to benefit my pupils"	"It makes you aware of your teaching techniques and this helps to develop these"	"It makes a teacher think about her 'efficiency' and how she can 'strengthen' her teaching"	
What is the weakness of the Focus approach? (Teachers' comments)					
	"It fails to appreciate the time element involved and how busy the primary curriculum already is ... because of other commitments on our time the Focus approach tends to be unrealistic ... I feel if I were expected to do this with all subjects I would never get through everything in a school day"	"It proved to be quite a strain as I felt each week I needed to present new work to the facilitator. Each week I spent a lot of time trying to set up something new. I found monitoring the action quite difficult .... I felt the rest of the school curriculum suffered because of my concentration on Focus work"	"It would be very difficult to start off on this without help from a facilitator if you only had the booklet to help you. It needs more practical advice on the topics to choose. Once you have completed one experiment (with a facilitator) you are much more able to do one on your own"	"It requires time which must be bought and in the present climate will it ever become policy?"	

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TABLE 18

DETAILS OF VISITS TO SCHOOLS FOR THE FINAL QUESTIONNAIRE ADMINISTRATION.

School code	06	07	10	01	05	02	08
Total length of visit	3h 49m	1h 45m	1h 15m	1h 50m	2h 45m	1h 40m	1h 40m
Heads' questionnaires							
Explanation time	4½m	< 4m	< 3m	3m	1m	3m	3m
Completion time	51m	46m	33m	55m	45-50m	40m	52m
Place of completion	Small office	Medical room	Own office	Own office	Own office	Own office	Medical room
Most important question	16	16	16	16	16	None leapt to mind but all staff development ones are	17
Points raised by Head in follow-up discussion	Need for continuity in staffing to allow progress in staff development. Questionnaire "interesting - made me think"	Questionnaire "interesting - made me think"	Questionnaire "interesting - right to get view from top and bottom"		Shortage of time not real problem. The big management issue is the management of the time available	Has used AHT and "outsiders" to lever into staff development. Delegation of staff development work	
Teachers' questionnaires (The school's teacher respondent was the teacher with least length of service in the profession)							
Explanation time	5m	5m	5m	5m	3m	3m	3m
Completion time	42m	35m	37m	35m	50m	50m	44m
Place of completion	AHT's study	AHT's study	AHT's study	AHT's study	Staff room	Own classroom (pupils away)	Medical room
Most important question	All those relating to best person to help teacher improve teaching 13 & 15	12	13	13 & 15	11	13	16
General points in follow-up discussion	As above. Person who helps teacher improve teaching is important factor. Questionnaire "interesting"	Questionnaire "interesting - made me think"	Questionnaire "interesting"		Questionnaire "quite hard"	Questionnaire "interesting"	Questionnaire "thought-provoking"

Continued over

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TABLE 18 (continued)

IN CHRONOLOGICAL ORDER, VISITS BEGINNING 30 MAY 1985 AND ENDING 2 JULY 1985

09	03	04	12	11	Summary/Comments
2h	1h 40m	1h 42m	2h	1h/1h 25m	Mean visit = 2 hours
6-7m	3m	3m	< 3m	3m	Mean explanation time = 3 mins
35m	40m	45m	1h 10m	33m	Mean completion time = 45 mins
Own office	School house	Own office	Own office	Own office	Undisturbed completion Organised
11 & 12	16	5	None "jumped out" -Q 16 after some thought	16	Q 16 most often nominated as the most important
	Questionnaire "interesting"		Some items "inappropriate" eg 12B f,g,h		Some evidence that the questionnaire was itself raising awareness of the key issues, even at this late stage in the project
4m	3m	3m	3m	4m	Mean explanation time = 4 mins
38m	40m	55m	40m	45m	Mean completion time = 42 mins
Remedial room	Staff room/ office	Staff room	Staff room	HT's office	Undisturbed completion Organised
None more important than others. All are important. Q 8 "interesting"	15 (probably)	15	13 & 15	11	Qs 13 & 15 most often nominated as the most important
Questionnaire "full of jargon" eg Q 11	Questionnaire "interesting"		Questionnaire "different - not easy"		Again, as with Heads, some evidence that the questionnaire was itself raising awareness of the key issues, even at this late stage in the project

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TABLE 19

The content of staff development

		Reported by Heads					Experienced by Teachers				
		Frequently	Sometimes	Rarely	Never	(Nil)	Frequently	Sometimes	Rarely	Never	(Nil)
a	Curriculum documents, reports, guidelines (eg HMI, COPE, Regional papers)	3	5	1	0	(3)	1	5	2	2	(2)
b	Current issues for the profession (eg multicultural education, parental choice)	0	4	1	4	(3)	0	3	5	2	(2)
c	Styles and skills of classroom teaching (eg modes of teaching, classroom organisation)	4	4	1	0	(3)	4	2	3	1	(2)
d	Resources for teaching and learning (eg micros, new reading materials)	2	4	3	0	(3)	3	4	1	2	(2)
e	Specific subjects in the curriculum (eg Mathematics, Language)	6	3	0	0	(3)	5	3	1	1	(2)
f	Assessment and reporting (eg testing, recording pupil progress)	1	5	3	0	(3)	0	7	1	2	(2)
g	Evaluation (eg teacher self-evaluation, school evaluation)	2	5	2	0	(3)	1	5	3	1	(2)
h	Other										

TABLE 20

The organisation of staff development

		Reported by Heads					Experienced by Teachers				
		Frequently	Sometimes	Rarely	Never	(Nil)	Frequently	Sometimes	Rarely	Never	(Nil)
a	Group discussion (eg of professional topics)	7	2	0	0	(3)	9	0	1	0	(2)
b	Working parties (eg group to produce a report)	0	3	0	6	(3)	0	2	1	7	(2)
c	1:1 consultations (eg promoted staff with individual class teacher)	3	5	1	0	(3)	1	5	2	2	(2)
d	Simulations (eg simulating a parental interview)	1	0	0	8	(3)	0	0	1	9	(2)
e	Individual teachers working independently (eg on own planning or investigations)	1	6	2	0	(3)	0	2	3	5	(2)
f	Lectures, talks, presentations (eg long or short talks of various kinds)	0	3	3	3	(3)	0	7	2	1	(2)
g	Practical work connected with materials which pupils use (eg using micros or Art materials which pupils also use)	2	4	1	2	(3)	1	5	1	3	(2)
h	Practical work connected with professional materials (eg working with tapes or other materials which pupils do not use)	1	2	3	3	(3)	0	2	3	5	(2)
i	Other										

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TABLE 21

The structuring of staff development

		Reported by Heads					Experienced by Teachers				
		Frequently	Sometimes	Rarely	Never	(Nil)	Frequently	Sometimes	Rarely	Never	(Nil)
a	Single session to cover the main points of the topic	1	5	0	3	(3)	3	4	3	0	(2)
b	A session to cover the main points with one or more follow-up sessions away from the classroom	1	3	4	1	(3)	1	6	0	3	(2)
c	A session to cover the main points with one or more follow-up sessions in the classroom during teacher's teaching	1	4	0	4	(3)	1	0	3	6	(2)
d	A session to cover the main points and follow-up sessions away from and inside the classroom	1	4	2	2	(3)	1	1	3	5	(2)

TABLE 22

The agents of staff development

		Reported by Heads					Experienced by Teachers				
		Frequently	Sometimes	Rarely	Never	(Nil)	Frequently	Sometimes	Rarely	Never	(Nil)
a	An unpromoted member of the school's staff	1	1	2	5	(3)	1	2	2	5	(2)
b	A promoted member of the school's staff	6	3	0	0	(3)	7	2	1	0	(2)
c	A member of the Region's staff (adviser, staff tutor, etc.)	0	4	1	4	(3)	0	5	1	4	(2)
d	Someone from outside the Region's staff (college lecturer, etc.)	0	4	1	4	(3)	0	3	4	3	(2)

TABLE 23

Influences on the school's staff development policy

		Rankings 1 - 4	(Heads' rankings first)
a	The suggestions of individual staff	2	2
b	The Region's priorities	3	2
c	Wishes of parents	4	4
d	The needs of the school	1	1
(No policy/not aware of school policy)		2	2

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TABLE 24

Features of the Focus box

		Heads' ratings of strengths/weaknesses in relation to own school's needs			Teachers' ratings of attractiveness/ offputtingness		
		A strength	A weakness	Neither (Nil)	Attracts me	Puts me off	Neither
a	The materials in the box were developed in Scotland	8	0	4	12	0	0
b	The materials are based on research	11	0	1	8	0	4
c	The materials were developed with teachers	12	0	0	12	0	0
d	Teachers tried out everything in the box	11	0	1	9	0	3
e	The videos in the box show the normal work of ordinary teachers	9	0	3	10	0	2
f	The box applies to every area of the curriculum	9	0	3	10	1	1
g	The box is for teachers with any age of pupils	11	0	1	11	0	1
h	The box contains a large amount of materials	2	4	6	6	0	6
i	The materials can be used by large groups of staff, by pairs of teachers, or by a teacher on her own	12	0	0	10	0	2
j	The box can be used by teachers pursuing their own professional interests as well as by teachers pursuing the priorities of the school	10	0	2	8	0	4
k	The materials can be used for "one-off" meetings as well as for long programmes of staff development	10	0	2	7	0	5
l	The materials make new demands on the teachers who are using them	9	1	2	7	2	3
m	The materials make new demands on the people responsible for helping the teachers who are using them	8	1	2 (1)	9	1	2
n	Teachers using the materials can work together on the study of their teaching	10	0	2	9	0	3
o	The materials were developed with teachers in several Regions rather than in one Region alone	9	0	3	8	0	4
p	The materials can be used by the school itself, without the help of outsiders being necessary	11	0	1	10	0	2

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TABLE 25

Self-reports re knowledge of/attitude to/use of Focus materials

(7-point scale a - g)

		Heads' positions			Teachers' positions
a	I have not studied the Focus materials	1	a	I have not studied the Focus materials	6
b	I studied the materials and could not see a place for their use in this school	0	b	I studied the materials and could not see myself using them	1
c	I studied the materials and could see a place for their use in this school	4	c	I studied the materials and could see myself using them	4
d	I studied the materials and I am preparing the way for their use in this school	1	d	I studied the materials and am preparing to use them	0
e	I studied the materials and they have been used for staff development in the school but to a lesser extent than other materials	4	e	I studied the materials and used them, but to a lesser extent than other staff development materials	0
f	I studied the materials and they have been used for staff development in the school to an extent equal with other materials	1	f	I studied the materials and used them to an extent equal with other staff development materials	0
g	I studied the materials and they have been used for staff development in the school to a greater extent than other materials	1	g	I studied the materials and used them to a greater extent than other staff development materials	1

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TABLE 26

Heads' and Teachers' ratings of the Focus materials

		Heads	Teachers		Heads	Teachers		Heads	Teachers
a	Attractive	11	6	Unattractive	0	3	Cannot say	1	3
b	Clear	12	6	Confusing	0	2	Cannot say	0	4
c	Boring	0	0	Interesting	12	8	Cannot say	0	4
d	Difficult to use	4	0	Easy to use	4	3	Cannot say	3	9
(Heads 1 no response)									
e	Conventional	0	3	Unusual	9	3	Cannot say	3	6
f	Relevant	12	7	Irrelevant	0	0	Cannot say	0	5
g	Unhelpful	0	0	Helpful	10	7	Cannot say	2	5
h	Practical	10	5	Impractical	0	1	Cannot say	2	6
i	Daunting	4	3	Friendly	6	7	Cannot say	2	2

TABLE 27

Saliency of Focus skills and attitudes to Heads and Teachers

		Heads' responses				Teachers' responses			
		Not part of my thinking on staff development at the moment	Important now in my thinking about staff development but other things are even more important	Among the top priorities in my thinking about staff development	Cannot say	Not part of my thinking as a teacher at the moment	Important now in my thinking as a teacher but other things are even more important	Among the most important concerns now in my thinking as a teacher	Cannot say
THE PROFESSIONAL SKILLS DEVELOPED BY FOCUS									
a	Skill in analysing teaching	1	3	8	0	0	4	7	1
b	Skill in observing teaching	0	5	6	1	3	5	3	1
c	Skill in the evaluation of teaching	0	4	8	0	0	4	8	0
d	Skill in researching teaching	2	6	3	1	3	5	1	3
e	Skill in using methods for improving teaching	0	2	9	1	1	2	8	1
THE PROFESSIONAL ATTITUDES DEVELOPED BY FOCUS									
f	Interest in reading about teaching	1	5	6	0	2	7	1	2
g	The desire to discuss teaching	0	1	10	1	0	3	8	1
h	The wish to reflect upon (think about) teaching	1	1	10	0	2	2	7	1
i	The assumption that it is important to keep on improving one's teaching no matter how good it may already be	0	2	10	0	0	1	10	1
j	Accepting the idea that colleagues can benefit from the observation of each other's teaching	0	5	7	0	2	2	8	0

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TABLE 28

Heads' ratings of own capacity to play the role of the Focus Head if Focus-style professional development were a top priority for own school

		I could not run staff development on this	I could run staff development on this through introductory discussions but I would need further training to help staff develop this in depth	I could run staff development on this through introductory discussions and I could help staff to develop this in depth
re FOCUS SKILLS				
a	Skill in analysing teaching	0	7	5
b	Skill in observing teaching	0	7	5
c	Skill in the evaluation of teaching	0	7	5
d	Skill in researching teaching	0	7	2
e	Skill in using methods for improving teaching	0	4	8
re FOCUS ATTITUDES				
f	Interest in reading about teaching	1	7	4
g	The desire to discuss teaching	0	4	8
h	The wish to reflect upon (think about) teaching	1	4	7
i	The assumption that it is important to keep on improving one's teaching no matter how good it may already be	0	4	8
j	Accepting the idea that colleagues could benefit from the observation of each other's teaching	0	5	6 (1 no response)

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TABLE 29

Teachers' reports of own use of Focus methods of studying own teaching since being employed as a teacher

(How often have you? . . .)		Frequently	Sometimes	Rarely	Never
a	Consciously focussed your mind for a time on a particular aspect of your teaching to make yourself more aware of it	5	5	2	0
b	Observed and made quick running notes of some kind on the spot about an aspect of your teaching	3	3	4	2
c	Kept up a 'diary' of some kind relating to an aspect of your teaching	1	2	3	6
d	Made a tape-recording in the classroom to listen back to it later and learn more about one aspect of your teaching	0	2	4	6
e	Brought another person into your classroom and asked that person to observe and give you comments on your teaching	0	1	4	7

TABLE 30

Teachers' ratings of usefulness of Focus methods for studying own teaching

		More useful to in-service teachers	More useful to student teachers	Useful to both in-service and student teachers	Useful to neither in-service nor student teachers
a	Consciously focussing your mind for a time on a particular aspect of your teaching to make yourself more aware of it	4	2	6	0
b	Observing and making quick running notes of some kind on the spot about one aspect of your teaching	2	2	6	2
c	Keeping up a 'diary' of some kind relating to an aspect of your teaching	2	2	6	2
d	Making a tape-recording in the classroom to listen back to it later and learn more about one aspect of your teaching	1	3	8	0
e	Bringing another person into your classroom and asking that person to observe and give you comment on your teaching	0	1	10	1

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TABLE 31

Heads' and Teachers' views on an example of a group-based "one-off" Focus meeting

The example given in the questionnaire:

"One school staff had a meeting about the Focus work. They went over the Focus suggestions about how to study and develop one's teaching and they viewed part of a Focus video to spark off a discussion of some particular aspects of their own teaching. From time to time they have looked back to that meeting and they have used again the ideas they shared that day."

In this example, the staff used Focus for a meeting in which they raised their awareness of specific aspects of their own teaching.

		Heads' expectations of how long their own staff would spend on advance reading for such a meeting	Teachers' reports of how long they would be prepared to spend on advance reading for such a meeting
i	Less than ½ hour	0	0
ii	½ to 1 hour	4	5
iii	1 to 2 hours	8	6
iv	3 to 4 hours	0	0
No response		0	1

		Heads' choices to lead such a meeting with own staff (ranks 1 - 4)	Teachers' choices to lead meeting in which they took part (ranks 1 - 4)
a	An unpromoted member of the school's staff	2	2
b	A promoted member of the school's staff	1	1
c	A member of the Region's staff (adviser, staff tutor, etc.)	4	3
d	Someone from outside the Region's staff (college lecturer, etc.)	3	3

TABLE 32

Heads' and Teachers' views on an example of Focus 1:1 staff development work, teacher-as-researcher

The example given in the questionnaire:

"A teacher of P5 planned to improve discussion in her classroom. To assist her, she had the basic Focus booklet and a helper who was with her in a 1:1 situation, for one hour each week, in school but away from the classroom. In her classroom the teacher tape-recorded discussions with her pupils. With the helper she listened back to the tapes and planned improvements in her own discussion skills. She then tape-recorded again to check on how her skills were developing. She did this systematically for four weeks, by which time she felt she had made quite big strides in the direction she intended."

In this example, the teacher used Focus to help her with a careful study of one specific aspect of her teaching, with a view to improving it.

		Heads' expectations of how long teachers in own school would spend on advance reading for this work	Teachers' reports of how long they would be prepared to spend on advance reading for such work
i	Less than ½ hour	0	0
ii	½ to 1 hour	4	4
iii	1 to 2 hours	6	6
iv	3 to 4 hours	2	1
No response		0	1

		Heads' choice of facilitator for a member of own staff (ranks 1 - 4)	Teachers' choice of facilitator, if they were the teacher in the situation (ranks 1 - 4)
a	An unpromoted member of the school's staff	2	2
b	A promoted member of the school's staff	1	4
c	A member of the Region's staff (adviser, staff tutor, etc.)	3	3
d	Someone from outside the Region's staff (college lecturer, etc.)	3	1

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TABLE 33

Heads' and Teachers' views on an example of a Focus programme of group-based staff development

The example given in the questionnaire:

"One school staff had a series of meetings in which they viewed the Focus videos. Before each meeting they read the booklet which introduced the video, and at the meeting they viewed the video and they discussed the teaching styles it showed, with each teacher contributing related points about her own teaching."

In this example, the teachers used Focus for a programme of study in which they developed the skills to observe and analyse their own teaching more systematically than they had done before.

		Heads' expectations of how long their own staff would spend on advance reading for each meeting	Teachers' reports of how long they would be prepared to spend on advance reading for each meeting
i	Less than ½ hour	2	1
ii	½ to 1 hour	3	5
iii	1 - 2 hours	7	5
iv	3 - 4 hours	0	0
No response		0	1

		Heads' choices of person to lead such a programme with own staff (ranks 1 - 4)	Teachers' choices of person to lead such a programme for them (ranks 1 - 4)
a	An unpromoted member of the school's staff	4	2
b	A promoted member of the school's staff	1	1
c	A member of the Region's staff (adviser, staff tutor, etc.)	2	4
d	Someone from outside the Region's staff (college lecturer, etc.)	3	3

TABLE 34

Heads' and Teachers' rankings of the three examples of Focus in use

	Heads' ranks of best fit to own plans for school's staff development in future (ranks 1 - 3)	Teachers' ranks of what would be "most helpful to you as an exercise to develop you as a teacher" (ranks 1 - 3)
EXAMPLE A ("one-off" staff meeting)	1	2
EXAMPLE B (1:1 staff development work)	3	2
EXAMPLE C (programme of group-based staff development)	2	1

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TABLE 35

Heads' and Teachers' choices of best people to help with Focus-style professional development in school

A TEACHER ON YOUR STAFF WANTS (Heads) YOU WANT (Teachers):	An unpromoted member of the school's staff	A promoted member of the school's staff	A member of the Region's staff (adviser, staff tutor, etc.)	Someone from outside the Region's staff (college lecturer, etc.)	(Nil)	An unpromoted member of the school's staff	A promoted member of the school's staff	A member of the Region's staff (adviser, staff tutor, etc.)	Someone from outside the Region's staff (college lecturer, etc.)	(Nil)
a To be coached in a particular feature of her/your teaching (eg methods of questioning or organisation)	1	8	3	0		0	4	1	5	
b To have someone observe her/your teaching and then give her/you an opinion about it	1	10	1	0		4	5	1	0	
c To learn to use different methods for researching her/your teaching	0	0	4	8		1	2	1	8	
d To learn some new ideas about teaching	0	1	3	8		2	0	2	8	
e To solve a specific classroom problem (eg handling a disruptive child, unfamiliar equipment)	0	6	2	1	(1)	1	10	0	0	(1)
f To discuss her/your teaching regularly with another person in a friendly way	6	4	0	0		0	2	0	8	(1)
g To improve her/your self-observation in the classroom	0	11	1	0		4	3	1	4	
h To carry out a systematic self-evaluation of her/your teaching	1	6	0	5		4	2	0	5	

TABLE 36

Heads' and Teachers' rankings of what is required if staff development in own school is to flourish from now on

STAFF DEVELOPMENT IN YOUR SCHOOL NOW REQUIRES:-	Rankings 1 - 9 (Heads' rankings first)
a Time for teachers to do it	1 1
b Materials to support it	8 5
c School staff skilled to lead it	6 6
d A clear idea of what needs to be done	2 3
e An explicit school policy about it	5 7
f A deep knowledge, on the Head's part, of what exactly it involves	3 4
g Teachers motivated to take part in it	4 2
h Visiting specialists, speakers, to help with it	7 8
i Better accommodation in the school for holding meetings and discussions	9 9

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TABLE 37

HEADS' DESCRIPTIONS OF THE STAFF DEVELOPMENT ACTIVITY LED BY THEM AND WITH WHICH THEY WERE "MOST SATISFIED" IN THE YEAR, AND TEACHERS' DESCRIPTIONS OF THE STAFF DEVELOPMENT ACTIVITY IN WHICH THEY TOOK PART AND WHICH WAS OF "GREATEST USE" TO THEM IN THE YEAR
(n = 7 Heads, 5 having led no such activity, and 10 teachers, 2 having taken part in no such activity)

The source of the initial suggestion for the activity

	National	Regional	Community	School	Other/cannot say	(Nil/NA)
H	1	0	0	6	0	-
T	0	3	0	5	2	-

Its relationship to school policy

	Strong	Some	None	(Nil/NA)
H	5	1	1	-
T	6	1	3	-

Its relationship to "your needs as a teacher" (Teachers)

	Strong	Some	None	(Nil/NA)
T	6	4	0	-

The planners of the activity (Heads)

	School unpromoted staff	Promoted staff	Regional staff	"Outsider"	(Nil/NA)
H	0	7	1	0	-

The leaders of the activity (Teachers)

	School unpromoted staff	Promoted staff	Regional staff	"Outsider"	(Nil/NA)
T	1	6	2	1	-

Participants in the activity (Heads)

	One individual teacher	School staff	Outside colleagues, staff of other school	(Nil/NA)
H	0	7	4	-

Basis of participation

	Voluntary	Not voluntary	(Nil/NA)
H	4	3	-
T	4	6	-

How activity structured (Heads) / What obtained from the activity (Teachers)

	Main session	Follow-up (without pupils)	Follow-up (with pupils)	(Nil/NA) ("It was continuous")
H	7	2	3	1
T	10	4	5	-

Length of main session

	Whole day	Half-day	One hour	Less than half-an-hour	(Nil/NA) ("It was continuous")
H	2	3	1	1	1
T	1	6	2	1	-

How main session organised

	Group work	1:1 basis	Lecture, talk, presentation	Other	(Nil/NA)
H	2	1	1	3	1
T	7	0	3	0	-

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TABLE 38

TABLE TO SHOW THE DISSEMINATION YIELD OF FOCUS MATERIALS AND REPORTS, AND THE IMPACT OF THE VARIOUS DIFFERENT DISSEMINATORS OF THEM

Summary of situation at 11 November 1985

Materials = The Focus box/materials
The table also gives the analysis for the item which was the most fruitful one when sent out on its own, ie when it was dispatched as a single item rather than as part of the pack.

Reports = Reports to the Committee, Background Papers, summaries, reports for the research community and teachers' own reports on their action research.
The table also gives the analysis for the item which was the most fruitful single item of reportage.

Disseminators = All the people who disseminated the project either intentionally or by accident. These are split into two groups, and the most fruitful in each shown separately.

	To how many individuals or groups given or dispatched initially	Number of "subsequent fruits" (ie number of groups or individuals contacting the project subsequently, as a result of the initial recipients)	Yield (subsequent fruit ÷ initial contacts)
MATERIALS			
Focus materials	30	29	0.97
"Developing Teaching" when it was sent out on its own, not as part of the Focus box	8	3	0.37
REPORTS			
Reportage in total	18	40	2.22
"A Researching Profession" analysed as a separate item	1	14	14
DISSEMINATORS (IN TWO GROUPS, AND MOST FRUITFUL IN EACH GROUP)			
(a) Teachers, Advisers and others in the Local Authorities	28	24	0.86
Local Authority Advisers (members of the project's Advisory Committee) analysed as a separate group*	2	18	9
(b) Researchers and Teacher Trainers	8	26	3.25
One University researcher (member of project's Advisory Committee) analysed separately	1	15	15

* These data are mapped in Figure 7 which shows the chain of "subsequent fruits" which led to the project's final piece of development - an experimental Focus training course for Head Teachers, October to November 1985.

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